

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**CHARTER SCHOOLS PROGRAM STATE EDUCATION AGENCY**

**CFDA # 84.282A**

**PR/Award # U282A090015**

**Grants.gov Tracking#: GRANT10181755**

Closing Date: FEB 25, 2009

# **\*\*Table of Contents\*\***

## **Forms**

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF 424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. 427 GEPA	e10
Attachment - 1	e11
6. ED 80-0013 Certification	e12
7. Dept of Education Supplemental Information for SF-424	e13

## **Narratives**

1. Project Narrative - (Abstract Narrative...)	e14
Attachment - 1	e15
2. Project Narrative - (Project Narrative...)	e16
Attachment - 1	e17
3. Project Narrative - (Other Narrative...)	e78
Attachment - 1	e79
Attachment - 2	e82
Attachment - 3	e84
Attachment - 4	e91
4. Budget Narrative - (Budget Narrative...)	e95
Attachment - 1	e96
Attachment - 2	e101

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

Version 02

\* 1. Type of Submission:

- Preapplication  
 Application  
 Changed/Corrected Application

\* 2. Type of Application:

- New  
 Continuation  
 Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify)

\* 3. Date Received:

02/25/2009

4. Applicant Identifier:

5a. Federal Entity Identifier:

\* 5b. Federal Award Identifier:

## State Use Only:

6. Date Received by State:

7. State Application Identifier:

## 8. APPLICANT INFORMATION:

\* a. Legal Name:

Louisiana Department of Education

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

72-6000745

\* c. Organizational DUNS:

805920998

## d. Address:

\* Street1:

1201 N. Third Street

Street2:

\* City:

Baton Rouge

County:

\* State:

LA: Louisiana

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

70802

## e. Organizational Unit:

Department Name:

Charter Schools Office

Division Name:

## f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mr.

\* First Name:

Kenneth

Middle Name:

\* Last Name:

Campbell

Suffix:

Title:

Director of Charter Schools

Organizational Affiliation:

\* Telephone Number:

225-342-3640

Fax Number:

225-342-6965

\* Email:

kenneth.campbell@la.gov

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-021809-001

\* Title:

Charter School Programs CFDA 84.282A

**13. Competition Identification Number:**

84-282A2009-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

**\* 15. Descriptive Title of Applicant's Project:**

The purpose of Louisiana's Charter School Program is to create innovative educational opportunities designed to increase student achievement for all students, especially those placed at risk.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

## Application for Federal Assistance SF-424

Version 02

## 16. Congressional Districts Of:

\* a. Applicant LA-006

\* b. Program/Project All

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

## 17. Proposed Project:

\* a. Start Date: 08/01/2009

\* b. End Date: 07/31/2012

## 18. Estimated Funding (\$):

* a. Federal	25,576,222.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	25,576,222.00

## \* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

 a. This application was made available to the State under the Executive Order 12372 Process for review on  b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.

## \* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)

 Yes NoExplanation 

21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

 \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

## Authorized Representative:

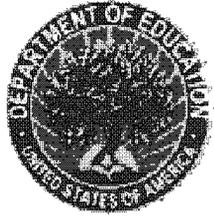
Prefix: Mr.  \* First Name: Paul Middle Name: \* Last Name: Pastorek Suffix: \* Title: State Superintendent of Education \* Telephone Number: 225-342-3974  Fax Number: \* Email: paul.pastorek@la.gov \* Signature of Authorized Representative: Kenneth Campbell  \* Date Signed: 02/25/2009

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
Louisiana Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 112,616	\$ 117,121	\$ 121,806	\$ 0	\$ 0	\$ 351,543
2. Fringe Benefits	\$ 33,785	\$ 35,136	\$ 36,542	\$ 0	\$ 0	\$ 105,463
3. Travel	\$ 20,000	\$ 20,000	\$ 20,000	\$ 0	\$ 0	\$ 60,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 205,000	\$ 205,000	\$ 205,000	\$ 0	\$ 0	\$ 615,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 10,500,000	\$ 8,400,000	\$ 5,400,000	\$ 0	\$ 0	\$ 24,300,000
9. Total Direct Costs (lines 1-8)	\$ 10,871,401	\$ 8,777,257	\$ 5,783,348	\$ 0	\$ 0	\$ 25,432,006
10. Indirect Costs*	\$ 47,316	\$ 48,062	\$ 48,838	\$ 0	\$ 0	\$ 144,216
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 10,918,717	\$ 8,825,319	\$ 5,832,186	\$ 0	\$ 0	\$ 25,576,222

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

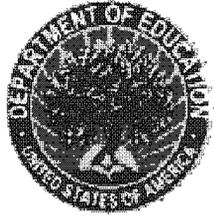
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
Louisiana Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**

**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Kenneth Campbell</p>	<p>* TITLE</p> <p>State Superintendent of Education</p>
<p>* APPLICANT ORGANIZATION</p> <p>Louisiana Department of Education</p>	<p>* DATE SUBMITTED</p> <p>02/25/2009</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Louisiana Department of Education * Street 1: 1201 North Third Street Street 2: * City: Baton Rouge State: LA: Louisiana Zip: 70802 Congressional District, if known:		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> Charter Schools CFDA Number, if applicable: 84.282	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix * First Name NA Middle Name * Last Name NA Suffix * Street 1 Street 2 * City State Zip		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix * First Name NA Middle Name * Last Name NA Suffix * Street 1 Street 2 * City State Zip		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Kenneth Campbell * Name: Prefix * First Name Paul Middle Name * Last Name Pastorek Suffix Title: State Superintendent of Education Telephone No.: 225-342-3640 Date: 02/25/2009		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

**NOTICE TO ALL APPLICANTS**

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

**Optional - You may attach 1 file to this page.**

Louisiana ED GEPA427 Narrative.pdf

Add Attachment

Delete Attachment

View Attachment

## **Louisiana ED GEPA427 Narrative**

The Louisiana Department of Education ensures that there are no barriers that impede equitable access to CSP funding or participation in CSP-funded activities, based on gender, race, national origin, color, disability, or age.

In Louisiana, all approved charter schools are eligible for CSP funding on the same basis. So, regardless of the make-up of a school's founding team, its teachers, its location in the state, or the students it plans to serve, those schools are eligible for CSP funding and participation on an equal basis.

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> Louisiana Department of Education	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Mr.	* First Name: Paul
Middle Name:	
* Last Name: Pastorek	Suffix:
* Title: State Superintendent of Education	
<b>* SIGNATURE:</b> Kenneth Campbell	<b>* DATE:</b> 02/25/2009

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	Kenneth		Campbell	

Address:

* Street1:	1201 North Third Street
Street2:	
* City:	Baton Rouge
County:	
* State:	LA: Louisiana
* Zip Code:	70802
* Country:	USA: UNITED STATES

\* Phone Number (give area code) Fax Number (give area code)

225-342-3640	2253426965
--------------	------------

Email Address:

kenneth.campbell@la.gov
-------------------------

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

**Please attach an explanation Narrative:**

--

Add Attachment

Delete Attachment

View Attachment

# Project Narrative

## Abstract Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1234-2009 Grant Abstract.pdf**

Mr. Paul L. Pastorek, State Superintendent of Education, and Mr. Kenneth Campbell, Director of the Charter Schools Office, 225-342-3640, [kenneth.campbell@la.gov](mailto:kenneth.campbell@la.gov), 1201 N. 3<sup>rd</sup> Street, Baton Rouge, LA 70804, submit this competitive grant application under the “2009 Invitation for Applications”, USDE Public Charter School Program (CSP), (CFDA 84.282A).

**Abstract: Louisiana’s 2009-12 Application to USDE Charter School Grant Program**

Louisiana’s Charter School Subgrants Program will continue to support and promote the purposes of the federal Charter School Program (CSP) by greatly expanding our current efforts and aggressively implementing a plan to develop and open a significant number of successful, high-quality charter schools during the 2009-2012 award period. Following the worst natural disaster to ever befall our nation, Louisiana moved boldly to rebuild New Orleans’ public school system (where 90% of schools were failing) with a system of charter and charter-like schools. To this end, we have raised awareness of charter schools, delivered technical assistance, and provided subgrant funding to capable charter developers, resulting in the creation of 43 new charter schools in New Orleans over the past three years. Currently, well over fifty percent of students in New Orleans public schools, the vast majority of whom are at-risk and economically disadvantaged, attend charter schools. Our initial success in New Orleans has also created opportunities for new charter growth throughout the state. We believe our efforts over the next three years will expand local and national understanding of charter schools through Louisiana’s newest charter models – 1) the complete “takeover” of failed public schools by independent charter schools; and 2) the “transformation” of low-performing Recovery School District schools by charter operators who phase their programs into these schools one year at a time.

The goals of the grant program during the next grant period are 1) to increase the number of high-quality charter schools available to Louisiana students and families; 2) to strengthen the skills and knowledge of boards and authorizers to build their leadership capabilities; and 3) to improve student academic achievement in charter schools. We will use 2009-12 CSP grant funding to provide assistance to 35 new charter schools over the next three years, as well as to the 26 schools with remaining CSP eligibility. The Department’s Charter School Office is dedicated to providing administrative oversight of the charter school grant program to ensure that objectives are achieved in a timely and efficient manner.

# Project Narrative

## Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1242-Feb 2009 Grant Program Narrative.pdf**

## 2009-20012 Louisiana Charter School Federal Grant Application Table of Contents

• Competitive Preference Priority 1	1
• Competitive Preference Priority 2	7
• Competitive Preference Priority 3	11
• Competitive Preference Priority 4	16
• Competitive Preference Priority 5	18
• Application Requirement i	21
• Application Requirement ii	28
• Application Requirement iii	30
• Application Requirement iv	30
• Application Requirement v	32
• Application Requirement vi	32
• Application Requirement vii	32
• Selection Criteria i	34
• Selection Criteria ii	36
• Selection Criteria iii	43
• Selection Criteria iv	46
• Selection Criteria v	53
• Selection Criteria vi	53

## **I. Competitive Preference Priorities**

1. *Secondary Schools (10 points). Projects that support activities and interventions aimed at improving the academic achievement of secondary school students who are at greatest risk of not meeting challenging State academic standards and not completing high school.*

Because Louisiana's high school graduation rate is among the lowest in the country, the Louisiana Department of Education is determined to address the debilitating effects of not receiving a high-quality education during the high school years and more so, the failure to successfully complete a high school course of study or "dropping out". As so many education professionals know, trying to remediate students during high school is particularly difficult, requiring intensive intervention strategies and a strong focus on literacy.

The Louisiana Department of Education and the Charter School Office are committed to helping all of our secondary school students succeed. Our shared goals are:

- To reduce dropouts and increase high school graduation rates
- To increase student's readiness for postsecondary education
- To increase participation in postsecondary education, and
- To increase student's career readiness.

In keeping with the vision of the Louisiana Department of Education - ***to create a world class education system for all students in Louisiana*** - charter high schools will benefit from the same secondary school improvement initiatives and programs, as well as receive the same technical assistance and support as all of Louisiana's high schools.

Each year, almost 15,000 students drop out of Louisiana public schools. To help eliminate the drop-out epidemic, Louisiana instituted an electronic Early Warning System that alerts schools to students that are at risk of dropping out based on indicators such as low attendance, failing grades, and disciplinary problems. Students identified by the Early Warning System receive school-level immediate interventions, as well as support from a team that develops and implements dropout prevention activities.

As institutions of higher learning increase admissions standards, our high school must raise curriculum and graduation requirements. Louisiana is revamping its state standards and curriculum to make sure that they are aligned with college expectations. Starting with the class of 2008-09, all Louisiana high school students must enroll for at least two years in the new LA Core 4 Curriculum, which is now required for admissions to our state's regional four-year universities. This curriculum includes new high school courses that are more appealing to the interests and future needs of students and requires a 4<sup>th</sup> math course for graduation. There is also an increased use of 21<sup>st</sup> century technologies to support student learning.

A new credit recovery policy has been instituted to allow students who have failed a course to recover the credit without having to retake the entire course. Online-instruction and assessments enable students to receive extra instruction. Afterschool tutoring programs provide remediation specifically targeted at preventing course failures and keeping students on target for graduation.

Louisiana is also offering support to students in the area of career planning through the use of the LA ePortal, a comprehensive education and career planning website. The LA ePortal allows students to explore careers, develop long-term

educational and career plans, and create personal portfolios by creating career plans for all students.

In an effort to improve access to postsecondary education, Louisiana has identified sources of financial assistance program that will make college more affordable for all students. In addition, the opportunity for dual enrollment affords students the opportunity to earn college credits in high school, thereby reducing the cost of their college education.

The Louisiana's Charter School Program will measure its own success by establishing performance measures intended to lead to the creation of 6 new high-quality charter high schools by the end of the grant period and to contribute to the overall improvement in academic performance of the state's charter high schools. We will do this through the following actions:

**Assist in restructuring low-performing high schools as “takeover” charter schools.**

The Department is utilizing the charter school vehicle to provide targeted assistance to high schools that have the lowest student performance scores and the highest dropout rates in the state. In the 2008-09 school year, three Baton Rouge area high schools that had experienced years of poor performance were reopened as “takeover” charter schools. These schools are in the first year of implementing improvement strategies consistent with High Schools that Work research, with intensive support from the Department of Education.

Going forward, it is envisioned that the “takeover” charter strategy will increasingly be employed in secondary schools that fail to meet minimum academic performance targets. We will use the experiences from these initial takeover charter high schools to inform and refine our process in future years, with an eye towards facilitating the creation of a program to prepare educators to successfully convert low-performing high schools into high-quality charter schools.

### **Implement researched-based strategies in the charter school program design**

The Charter Schools Office is working closely with the state’s High School Redesign Team to identify and **implement research-based strategies** and programs that work in Louisiana’s charter schools. The Louisiana Department of Education recently signed a contract with the Southern Regional Education Board (SREB) to provide training and assistance to twenty-two schools through High Schools That Work and Making Middle Grades Work (HSTW/MMGW). The schools were selected by SREB and will receive support to fully implement the intense three-year program and become Louisiana Schools of Innovation and Improvement (LASII) demonstration sites for other Louisiana middle and high schools wishing to implement this model. The model schools will be provided with professional development, technical assistance and review visits, summary reports, on-site coaching assistance, electronic and telephone support and summer institutes to fully implement the model.

Louisiana also has two other high school initiatives: *9th Grade Initiative* and *Innovative High Schools Initiative*. The purpose of the High School Redesign 9th Grade Initiative is to encourage and support schools in implementing reforms which better

provide students with the personal attention and support they need to have a successful initial year of high school, earn an on-time promotion to 10th grade, and be prepared for continued success in grade 10 and beyond. The purpose of the Louisiana Innovative High School Initiative is to provide funds to support the exploration of innovative high school models. The models will increase career and college readiness through a direct connection to technology and project-based learning.

A handful of charter schools are participating in the pilot efforts of these programs, with a goal of expanding the number of charter school participants in future years.

### **Replicate successful school models that are proven to be highly effective**

The Department continues its efforts to attract and replicate **charter high school models** that have a proven track record of success. To that end, a new KIPP (Knowledge Is Power Program) charter high school has been approved to open in New Orleans in 2010-11, and a charter high school that is part of the New Technology Foundation network of schools is currently in its first year of operation. We will continue to reach out to similar programs and encourage them to open schools in Louisiana, or at minimum to share their experiences with Louisiana secondary school educators. As it has done for much of the past year, the Department will continue to assist in facilitating site visits to successful charter high schools for Louisiana stakeholders.

### **Form strategic partnerships to build a strong alliance for charter high schools and share best practices**

The Department is facilitating a **strategic partnership** with charter high schools, the Louisiana Association of Charter Schools, DOE staff, and organizations like New Schools for New Orleans and New Leaders for New Schools to identify and share best practices for secondary charter schools -- both from our own charter school community and from around the country. As mentioned above, a number of charter high schools are formally participating in the Department's High School Redesign efforts. It is critical that we be in position to monitor their progress and to collect and analyze data from their schools to learn about ways to transfer successful initiatives to other charter high schools. Locally, we also need to in better position to capture data and experiences from schools like Lafayette Charter High School in Lafayette, Louisiana, which has significantly lowered its dropout rate by implementing a flexible schedule and by utilizing individualized, computer-based instruction.

Staff from the Charter Schools Office has started to dialogue with various stakeholders in anticipation of an initial partnership meeting in Spring 2009.

**Implement high-quality professional development that is standards-driven and connected to student achievement**

We are working with the Louisiana Charter School Association, the Recovery School District, the Regional Education Service Centers, the High School Redesign Team, and local universities and foundations to provide **high-quality professional development** that is tailored to the needs of secondary teachers and administrators in charter schools.

## **Identify resources to support secondary schools**

Finally, the Charter School Office is supporting its secondary schools by aggressively pursuing funding sources and technical assistance from throughout the charter community. Ultimately, we believe that charter schools, with their innovative programs and “break-the-mold” designs, can significantly increase educational opportunities for all of our secondary students here in Louisiana.

- 2. Periodic Review and Evaluation (10 points). The State provides for periodic review and evaluation by the authorized public chartering agency of each charter school at least once every five years, unless required more frequently by State law, to determine whether the charter school is meeting the terms of the school’s charter, and is meeting or exceeding the student academic achievement requirements and goals for charter schools as provided under State law or the school’s charter.*

Relative to periodic charter school review and evaluation, Louisiana law provides that:

*(1) ... an approved school charter shall be valid for an initial period of five years, contingent upon the results of the reporting requirements at the end of the third year as provided in R.S. 17:3998(A)(2), and may be renewed for additional periods of not less than three nor more than ten years **after thorough review by the approving chartering authority of the charter school's operations and compliance with charter requirements.** The process for renewing a school charter shall be the same as for initial charter approval, with a written report being provided annually to the chartering authority regarding the school's academic progress that year. Pursuant to Subsection C of this Section and using such annual review process, **a charter may be revoked for failure to meet agreed-upon academic results as specified in the charter.** LA R.S. 17:3992(A)(1)*

*(2) No charter shall be renewed unless the charter renewal applicant can demonstrate, using standardized test scores, improvement in the academic performance of pupils over the term of the charter school's existence. LA R.S. 17:3992(A)(2)*

*(3) Each charter school shall provide a comprehensive report to its chartering authority at the end of the third year. If the charter school is achieving its stated goals and objectives pursuant to its approved charter, then the chartering authority shall extend the duration of the charter for the additional two-year period as provided in the original 5-year charter. LA R.S. 17:3998(A)(2)*

As summarized above, Louisiana law mandates that each charter will initially be valid for a five-year period. Our statute provides that the chartering authority is to conduct annual monitoring and review processes to validate compliance with the charter or to determine if the charter should be revoked for failure to meet agreed upon academic goals and objectives. At the end of the third year of operation, each school must prepare a comprehensive report and submit it to its chartering authority. That report is one of the components to be used by the chartering authority as it decides if the charter will be allowed to continue to operate for the remaining two years of the original 5-year charter. At the end of the fifth year, again after a thorough review for compliance, the chartering authority may renew a successful charter for additional periods of not less than 3 nor more than 10 years.

**The rigorous reporting and monitoring processes outlined above, both on an annual basis and at the end of the third and fifth years of operation, clearly**

**fulfill Competitive Preference Priority 2...provide for periodic review and evaluation by the authorized public chartering authority of each charter school at least once every 5 years...**

Beyond these statutorily required evaluations, Louisiana will continue to use a small portion of our federal grant funds at the state level to prepare an annual report on charter schools in Louisiana. This report will synthesize performance data on all charter schools in the state, including an aggregation of data on common indicators of charter schools statewide and the Louisiana charter school initiative, including student achievement and parent and student satisfaction.

Shortly after the creation of the first charter schools in Louisiana, we instituted an independent annual evaluation by staff from the College of Education at Nicholls State University in Thibodaux, Louisiana. Under a contract from the Charter School Office of the Louisiana Board of Elementary and Secondary Education (BESE), staff from the University developed and implemented an evaluation model that was used through 2007. That system involved numerous site visits and many one-on-one contacts with various personnel and stake-holders from each charter school. Data was collected both directly by the evaluation team and via the Louisiana Department of Education's on-line data collection systems. There was a thorough review of a long list of relevant topics including: school governance; school personnel practices, including teacher certification rates; compliance with state and federal regulations; compliance with and attainment of the mission, goals and objectives as stated in the school's charter; etc. However, one concern with this approach was that the annual evaluations were difficult

to use by local and state chartering authorities in the monitoring and oversight of their charter schools, as the evaluation was not tied to a clear, transparent set of renewal expectations.

Going forward, the Department is leading the effort to ensure that BESE and each local district authorizer implements an effective accountability system that provides the information necessary for determining whether a school is meeting the goals and standards articulated in its contract. This will include procedures for conducting oversight to monitor compliance with legal, contractual, and financial requirements and for formally evaluating academic performance and governance through scheduled, formal site visits in years one through three, and in any renewal year.

At the same time, the Department is finalizing a contract with a local university to resume the annual evaluation of Louisiana's charter school program. This annual external evaluation will provide a three-tiered feedback system to the authorizer, local stakeholders, charter schools, and all interested citizens on improving charter school programming and educational programs in general.

In conjunction with our available state dollars, we plan to use approximately \$50,000 annually from this 3-year federal grant to cover a portion of the costs of the contract for the external evaluation of Louisiana's charter school program.

3. *Number of High-Quality Charter Schools (10 points). The State has demonstrated progress in increasing the number of high-quality charter schools that are held accountable in the terms of the schools' charters for meeting clear and measurable objectives for the educational progress of the students attending the schools, in the period prior to the period for which an SEA applies for a grant under this competition.*

Louisiana continues to increase the number of high-quality charter schools operating in the state. Prior to the 2005-06 school year, only 15 charter schools were in operation state-wide. Since 2005-06, fifty new charter schools have opened, and 65 charter schools are in operation in the 2008-09 school year (see attached list of operational charter schools).

Central to the growth of new charter schools in Louisiana has been the focus on rebuilding New Orleans' public education landscape as a system of charter and charter-like schools. Hurricane Katrina, while tragic, also provided an unprecedented opportunity to fundamentally change education in a school system that had a history of widespread, chronic failure. Currently, 47 charter schools are in operation in New Orleans, including 33 that are part of the Recovery School District (RSD). The RSD was created as the organizational unit responsible for the administration of chronically low-performing schools. At the time of this application, the Recovery School District is also responsible for five charter schools in the Baton Rouge area.

The RSD essentially operates schools under two sections of Louisiana's accountability provisions.

*LA R.S. 17:10.7.A.(1) Each elementary or secondary school that participates in a Spring cycle of student testing and has a baseline school performance score below the state average and each alternative school, established pursuant to R.S. 17:100.5,*

*that provides educational services to students a majority of whose test scores are reported back to such an elementary or secondary school under a uniform statewide program of school accountability established pursuant to rules adopted under authority of law by the State Board of Elementary and Secondary Education, referred to in this Section as "the state board", that is a school in or granted a charter by a city, parish, or other local public school system that has been declared to be academically in crisis pursuant to R.S. 17:10.6, and that has at least one school eligible to transfer to the Recovery School District pursuant to R.S. 17:10.5, shall be designated a failing school and shall be transferred to the jurisdiction of the Recovery School District established in R.S. 17:1990. The Recovery School District, referred to in this Section as "the recovery district", shall provide all educational services required of any city, parish, or other local public school system in order to meet the educational needs of all students residing in the jurisdiction of the transferring local school system who were attending a transferred school or who would have been eligible to attend such transferred school because of the residential location of the student or as the result of any other option or program available to the student.*

That section of the law also provides that:

*B.(1) Any school transferred to the recovery district pursuant to this Section shall be reorganized as necessary and operated by the recovery district, pursuant to its authority, in whatever manner is determined by the administering agency of the recovery district to be most likely to improve the academic performance of each student in the school.*

*(2)(a)(i) The recovery district, as directed by its administering agency, shall manage the schools so transferred in a fashion that provides the best educational opportunity to all students who attended or were eligible to attend such schools without regard to the attendance zones related to such schools prior to the transfer. The authority provided in this Paragraph includes the authority to determine and act on which schools should be operated, which schools should be closed, which schools should be relocated or rebuilt, and what range of grades should be operated in each school.*

New Orleans was considered a district in crisis shortly after Hurricane Katrina, and the RSD has been administering educational services for the majority of the City's children since that time, either through direct-operated schools or new charter schools.

The Recovery School District also derives responsibility from LA R.S. 17.5, which provides that:

*An elementary or secondary school operating under the jurisdiction and direction of any city, parish, or other local public school board or any other public entity which is academically unacceptable under a uniform statewide program of school accountability established pursuant to rules adopted by the State Board of Elementary and Secondary Education under authority of law, referred to in this Section as "the state board", shall be designated as a failed school. When a city, parish, or other local public school board or other public entity: (a) fails to present a plan to reconstitute the failed school to the state board, as required pursuant to such an accountability program, or (b) presents a reconstitution plan that is unacceptable to the state board, or (c) fails at any time to comply with the terms of the reconstitution plan approved by the state board, or (d) the*

*school has been labeled an academically unacceptable school for four consecutive years, the school shall be removed from the jurisdiction of the city, parish, or other local public school board or other public entity and transferred to the jurisdiction of the Recovery School District established in R.S. 17:1990, provided the state board approves the transfer.*

LA R.S. 17:10.5.A(1) provides that schools that meet the definition of a failed school in Louisiana's accountability system and which are subsequently transferred to the Recovery School "shall be reorganized, as necessary, and operated by the Recovery School District pursuant to its authority in whatever manner is determined by the administering agency of the Recovery School District to be most likely to bring the school to an acceptable level of performance as determined pursuant to the accountability plan.

*The Recovery School District shall retain jurisdiction of any school transferred to it pursuant to the provisions of this Section for a period of not less than five school years not including the school year in which the transfer occurred if the transfer occurred during a school year."*

The preferred operational arrangement for failed schools in Louisiana is to restructure them as new, independent charter schools as part of the Recovery School District. In 2008, the Board of Elementary and Secondary Education approved the creation of the first takeover charter schools outside of New Orleans when they approved charter applications for 5 chronically failing schools in metro Baton Rouge. As of the time of this application, the Department of Education is soliciting proposals from

applicants to potentially operate 10 additional failing schools in Baton Rouge and Shreveport as independent charter schools.

We believe our efforts over the next three years will expand local and national understanding of charter schools through Louisiana's newest charter models – 1) the complete “takeover” of failed public schools by independent charter schools; and 2) the “transformation” of low-performing Recovery School District schools by charter operators who phase their programs into these schools one year at a time.

- A “takeover” charter school is one where a failing school is re-started by an independent charter school operator. The operator is free to hire its own staff and implement its own program, without regard to the previous method in which the school operated.
- Transformation charter schools provide an opportunity for implementing new approaches and different strategies in RSD-operated schools that have not been able to meet growth expectations. Under the transformation charter concept, new charter operators can be approved to operate the lower grades of existing RSD-operated schools, while the RSD operates the higher grades. Over the course of the initial charter term, the charter operator will add one grade each year as the students progress (while the RSD phases out year-by-year) until the charter operator serves the entire school population. This year, BESE approved the first four transformation charter schools for New Orleans, and we are confident that these schools will allow an infusion of new management, innovative programs, and greater accountability into existing RSD-operated schools that have been unable to achieve the expected student performance outcomes.

Louisiana will continue to expand the number of both “takeover” and “transformation” charters during the course of the 3-year grant period.

4. *One Authorized Public Chartering Agency Other than a Local Educational Agency (LEA), or an Appeals Process (10 points). The State –*
  - a. *Provides for one authorized public chartering agency that is not an LEA, such as a State chartering board, for each individual or entity seeking to operate a charter school pursuant to State law; or*
  - b. *In the case of a State in which LEAs are the only authorized public chartering agencies, allows for an appeals process for the denial of an application for a charter school.*

Relative to providing an authorized public chartering agency that is not an LEA, Louisiana’s charter school law provides for the State Board of Elementary and Secondary Education (BESE) to serve as a public chartering agency for Type 4 and Type 5 charter schools, without the need for an appeal.

*A Type 4 charter school is a preexisting public school converted and operated or a new school operated as the result of and pursuant to a charter between a local school board and the State Board of Elementary and Secondary Education (LA R.S. 17:3973(2)(b)(iv)).*

*A Type 5 charter school is a preexisting public school transferred to the Recovery School District pursuant to R.S. 17:10.5 or 10.7 and operated as the result of and pursuant to a charter between a nonprofit corporation and the State Board of Elementary and Secondary Education, or between a nonprofit corporation and a city, parish, or other local school board or other public entity in the case of the renewal of a Type 5 charter of a school that has been transferred back to the jurisdiction of the local school board or other public entity pursuant to R.S. 17:10.5(C). The chartering authority shall review each Type 5 charter proposal in compliance with the Principles and*

*Standards for Quality Charter School Authorizing as promulgated by the National Association of Charter School Authorizers LA R.S. 17:3973(2)(b)(v)(aa).*

BESE is the authorizer for Type 4 and Type 5 charter schools in Louisiana, without the need for an appeals process, LA R.S. 17:3983A.2.(a)(ii) b and c., and BESE has been an extremely active authorizer over the past four years, approving two Type 4 charter schools during that time and 37 Type 5 charter schools.

**Louisiana's charter school law also provides a process whereby charter schools that are rejected at the LEA level may apply to BESE consideration of their proposal:**

*LA R.S. 17:3983.A(2): Each proposal for a Type 1 or Type 3 charter school shall first be made to the local school board with jurisdiction where the school is to be located, except in the case of a local system in academic crisis as provided for in Item (ii) of this Subparagraph, involving the submission of a written proposal. If, after review as required by R.S. 17:3982, the local school board denies the proposal, or if conditions placed on the proposal by the local school board, as provided in Paragraph (B)(2) of this Section, are not acceptable to those proposing the charter, then a proposal for a Type 2 charter school may be made to the State Board of Elementary and Secondary Education.*

*LA R.S. 17:3981A(1): Local school boards shall comply with R.S. 17:3983 and shall review and formally act upon each proposed charter within thirty days of its submission and in the order in which submitted. In doing such review, the local school board shall determine whether each proposed charter complies with the law and rules,*

*whether the proposal is valid, complete, financially well-structured, and educationally sound, and whether it offers potential for fulfilling the purposes of this Chapter.*

*LA R.S. 17:3982(A)(2): Such formal review and action does not require final approval or disapproval of such charter school proposal within thirty days, but within such time the local school board shall indicate whether it is interested in working with the charter school group on its proposal and what specific time line and procedures the local school board will follow prior to coming to a final decision. If the local school board expresses within thirty days no interest in working with the group, or if no final decision is received within sixty days after the submission of the proposal, then the chartering group may submit its proposal to the state board for its review. The local board shall make public the process used to review any charter proposals received.*

Currently, nine Type 2 charter schools are in operation in Louisiana during the 2008-09 school year. Each of these schools has been approved by BESE after being rejected at the local district level, and they are among the most successful charter schools in Louisiana.

5. *High Degree of Autonomy (10 points). The State ensures that each charter school has a high degree of autonomy over the charter school's budgets and expenditures*

Relative to the degree of autonomy enjoyed by our charter schools, Louisiana charter school law provides that:

*Consistent with the provisions of this Chapter, a charter school and its officers and employees may exercise any power and perform any function necessary, requisite, or proper for the management of the charter school not denied by its charter, the*

*provisions of this Chapter, or other laws applicable to the charter school. LA R.S. 17:3991(A)(2)*

*Notwithstanding any state law, rule, or regulation to the contrary and except as may be otherwise specifically provided for in an approved charter, a charter school established and operated in accordance with the provisions of this Chapter and its approved charter and the school's officers and employees shall be exempt from all rules and regulations of the state board and those of any local school board, and all statutory mandates or other statutory requirements that are applicable to public schools and to public school officers and employees except for the list of rules and regulations and statutes enumerated below that are otherwise applicable to public schools... LA R.S. 17:3996(A) and (B)*

*The governing authority of any charter school may employ such faculty and staff members as it deems necessary. All potential charter school employees shall be notified of the specific benefits they will be offered, as specified in the school's charter agreement. LA R.S. 17:3997(A)(1)(a)*

*The nonprofit organization shall have exclusive authority over all employment decisions at the charter schools. However, as provided for in the charter, a nonprofit organization may enter into a contract with a for-profit organization to manage the charter school and may delegate to the for-profit organization such authority over employment decisions at the charter school as the nonprofit organization deems necessary and proper. LA R.S. 17:3997(A)(1)(b)*

Louisiana's charter school law clearly provides that a charter school and its officers and employees are free to exercise any power and perform and function

necessary for the management and operation of the charter school that is not specifically denied by its charter, by the charter school law, or by other laws applicable to a charter school. Our law grants exemptions to charter schools from all rules, regulations, and laws that are applicable to other public schools, except for a very limited list of 37 rules, regulations, and statutes that are specified in the charter school law (*see the list below in Selection Criteria (ii)*).

This autonomy and freedom from constrictive rules is at the very heart of the charter school movement. While requiring the adoption and use of generally accepted business practices, prudent safety precautions, and a handful of education-specific statutes, our charter schools are free to develop and implement creative and innovative governance, educational, and management models (including fiscal matters) that will best serve the unique circumstances of the individual schools. This includes control over charter school budgets and expenditures. Other than some specific limitations dictated by certain state or federal funding sources, Louisiana charter schools are free from their authorizer when it comes to budget development and the school may use the bulk of their budget, which are general purpose funds, for any school use determined appropriate by their governing board.

For discretionary grant or supplemental funding, state-chartered schools are treated as LEAs for fiscal purposes only and may autonomously apply for any funds for which they are eligible. Locally chartered schools receive their funds through their LEA, and the LEA competes for grant or supplemental funds on their behalf.

## II. Application Requirements

- (i) *Describe the objectives of the SEA's charter school grant program and describe how these objectives will be fulfilled, including steps taken by the SEA to inform teachers, parents, and communities of the SEA's charter school grant program;*

The goal of the Louisiana Department of Education's charter school grant program is to increase educational opportunities for children throughout the state. To accomplish this, the state has identified three key performance objectives. The first is to increase the overall number of charter schools. To do so, the state will need to recruit and support potential school operators, assist local authorizers, process and evaluate applications, and provide guidance to new schools.

The second objective is to build leadership capacity for both authorizers and charter school boards. For this, the state's Charter Schools Office will collaborate with local, state, and national agencies, both public and private, to develop and deliver high quality professional development for local authorizers and charter school boards.

The final objective is to improve academic performance. To achieve this, the state will provide support and oversight to charter schools, including formal and informal site visits, data analysis, and technical assistance and trainings. Obviously, the state will also set high performance standards for its charter schools and monitor progress on a regular basis.

The Louisiana Department of Education will inform teachers, parents, and communities of its charter school grant program in a variety of ways. It will hold numerous workshops across the state, publish and distribute information via the Internet and in print, and answer questions and address concerns on an ongoing basis. It will also work closely with local and national organizations including the media.

A list of the objectives follows, along with proposed performance measures for each objective and a more detailed description:

**Objective 1: Increase the number of high-quality charter schools available to Louisiana students and families**

**Performance Measures**

- Staff will coordinate, conduct and/or participate in state and regional workshops to inform interested charter developers about charter schools, application requirements, and the availability of PCSP funding. At least 150 attendees will participate in these sessions annually.
- The staff's collective activities in support of charter applicants will lead to the submission of fifteen (15) charter school applications annually throughout the state.
- Increase the number of high-quality charter schools in Louisiana from a base of 65 in 2008 to 100 by the end of the 3-year grant period. (GPRA)
- Increase the number of local district authorized charter schools from a base of 14 to 18 by the end of the 3-year grant period.
- Facilitate the creation of 6 new charter high schools by the end of the grant period.
- In each year of the grant period, the percentage of at-risk students enrolled in charter schools will exceed the state average. (*Louisiana's charter school law provides that the best interests of at-risk pupils shall be the overriding consideration in implementing the law.*)

Louisiana has enjoyed rapid growth in the number of charter schools over the past three years, and we envision continuing to add to the number of high-quality charter schools that are available to our students and their families. During the 2009-12

grant period, our goal is to add an additional 35 schools. We believe those schools will be authorized by BESE and increasingly, by local district authorizers. We also have a goal of adding 6 new charter high schools during this grant period.

To facilitate the growth of charter schools, the Department's Charter Schools Office will spearhead a number of activities:

Getting the word out about charter schools. Staff from the Louisiana Department of Education Charter Schools Office participates in a variety of meetings throughout the course of each year where charter schools are a topic of discussion. There is increasing interest from teachers, parents, community and religious leaders, and from the business community in charter schools. Staff from the Charter Schools Office participates regularly in forums discussing charter schools in communities across the state.

For those interested in starting charter schools, the Charter Schools Office also hosts regional information sessions throughout the state where interested parties can come to learn more about charter schools, PCSP funding, and how to negotiate the application process. These sessions are followed-up with a series of pre-application workshops that provide guidance to potential applicants on various aspects of planning a successful charter school. This year, the Department will have a special emphasis on encouraging the submission of charter applications focused on secondary schools.

The Department's website is also an important tool for informing Louisiana citizens about charter schools. Charter Schools Office staff is responsible for the content on the website, which includes general information about charter schools,

current application opportunities, upcoming events, the availability of PCSP funding, and other resources.

To make e-mail communication more effective and easier, the Charter Schools Office has just received approval for a listserv, which will be operational in spring 2009. This will allow any interested party to subscribe to the listserv and get regular communication from the Charter Schools Office.

The Charter Schools Office will place special emphasis during this grant period on communicating throughout the state an intent to increase the number of secondary school charters.

Using CSP subgrant funding to help schools get started. As it has done over the past 8 years, the Louisiana Department of Education will use CSP subgrants to help charter schools open successfully and begin operations in a relatively strong position. If current funding levels are maintained, we anticipate awarding each approved charter school a total of \$600,000-\$800,000 dollars during start-up and the first two years of the charter contract. These funds have helped schools with professional development, to acquire technology and materials, and to hire personnel to accomplish critical start-up activities.

To ensure schools plan for critical activities well in advance of school starting, CSP subgrant recipients are required to budget and spend CSP funds on a number of “required use of funds” items. These include professional development, special education program design, curriculum development, data collection and management system development, and governance.

**Objective 2: Strengthen the skills and knowledge of boards and authorizers to build their leadership capabilities.**

**Performance Measures**

- Collaborate with the key stakeholders (LA Charter Schools Association, New Schools for New Orleans, etc.) to develop certification standards for charter governing boards during the first year of the grant
- By the end of the grant period, 60% of sub-grantee board members will be certified
- Collaborate with the key stakeholders (LA Charter Schools Association, New Schools for New Orleans, etc.) to ensure 100% of board members of new charter schools receive board orientation and training prior to school opening
- Collaborate with key local stakeholders and NACSA to publish a comprehensive guide for local authorizers in the first year of the grant period that helps local district authorizers in making sound and fair approval, renewal, and oversight decisions
- Provide charter information and awareness workshops for at least six LEAs during the 3-year grant period

During this grant period, Louisiana will place special emphasis on increasing the quality of charter school boards and increasing the capacity of local district authorizers. Quality authorizers and quality boards are critical to ensuring Louisiana's charter school movement evolves from its current rapid growth phase into a more mature and stable movement that can achieve long-term success. In order to accomplish this objective, the Department will work with local stakeholders, national partners, and consultants to 1) develop a set of quality standards for charter school boards and authorizers; and 2)

to provide workshops for board members and authorizers to help them meet the quality standards that are developed.

A recent change in the way charter schools are funded in Louisiana greatly increases the likelihood that local school districts will be more inclined to support charter school proposals submitted to them for consideration than they have been in the past. During this grant period, the Department will work closely with a small, targeted group of local districts who currently authorize schools or who are poised to become authorizers in the near future. Our goal will be to help these districts become quality authorizers who carry out their responsibilities in a manner consistent with NACSA's *Principles and Standards for Quality Charter School Authorizing*.

### **Objective 3: Improve student academic achievement in charter schools.**

#### **Performance Measures**

- 100% of operating charter schools will receive a formal site visit in years 1-3 of the charter contract as part of a comprehensive evaluation process designed to spur school improvement
- 90% of new-start charter schools opening in 2008 and going forward will meet minimum student performance targets by their third year of operation, thereby ensuring an extension through year 5.
- The percentage of charter school students statewide who are proficient in reading on the state assessment will increase by 3% annually. (GPRA)
- The percentage of charter school students statewide who are proficient in math on the state assessment will increase by 3% annually. (GPRA)

The Louisiana Department of Education will make a number of important contributions to the efforts to improve charter school quality during this project period:

1. Stressing the importance of clear standards for renewal. One of the most important ways that the Department can assist charter schools in this regard is to ensure each authorizer (including BESE) adopts and publishes clear standards for renewal at the earliest possible date. This will provide clear expectations for charter schools to meet well in advance of renewal decisions. Publishing a guide for authorizers and helping local district authorizers to build their capacity will be a major initiative of the Department during this project period. The Department will use CSP admin funds (consulting) to support this activity.
2. Stressing the importance of data collection, analysis and reporting. Too often, schools don't collect the right data, can't analyze what they do collect, and create reports that are not reflective of the school's true performance. To address this concern, the Department now requires CSP subgrant recipients to budget and expend funds for developing the capacity to capture, analyze, and report data to guide school improvement.
3. Using the annual site-visit process as an early-warning system for schools that may be off-track. For BESE-authorized charter schools the Department is now piloting an effort to ensure each school receives a formal external site visit evaluation (aligned to renewal standards) in years 1-3 and in any renewal year. Eventually, the goal is to ensure each authorizer incorporates such a system, which will provide important feedback to schools about the quality of

their implementation efforts and which can identify challenges early in each charter's contract team that may prevent the school from achieving its maximum success.

4. Encouraging schools to develop the capacity for school self-review. The Department is also piloting a program with a handful of charter schools where we are helping them to put in place a program of professional development that supports schools in improving teaching and learning through ongoing reflection and peer review. A school undertaking school self-review involves the whole staff in a process of goal-setting regarding student learning and sets in motion a continuous cycle of internal self-review and external peer-review that moves the school closer to its goals. The Department will use a portion of its CSP administrative funding (consulting) to assist in this process.

*(ii) Describe how the SEA will inform each charter school in the State about Federal funds the charter school is eligible to receive and Federal programs in which the charter school may participate;*

The Louisiana Department of Education Charter Schools Office will forward to each charter school all notices we receive announcing federal funding opportunities and federally-sponsored activities and programs that are made available to public schools. In addition, the notices of grant opportunities and policy briefs provided to LDOE by the USDOE Office of Innovation and Improvement via e-mail will be forwarded via a "group mailing" to each of the charter schools in Louisiana and to the Executive Director of the Louisiana Association of Public Charter Schools for further dissemination. The

Department also posts such notices on its website and they will be distributed via the listserv when it becomes operational.

Since the Louisiana Department of Education is the official recipient of all federal education funds in Louisiana, as a matter of policy, the LDE Division of Education Finance includes the charter schools in all of their public school mailings and program notices relative to all state and federal funding sources. The charter schools are included in the State Department of Education's databases that list education entities that are eligible for federal funding.

Both the Department's fiscal and programmatic staffs will closely monitor the availability of federal funds that the charter schools in the state may apply for. The Division of Education Finance will maintain separate accounts of allocations of both federal and state dollars that are set aside for the charter schools based on their student count or on the individual needs of their pupils. Each charter school is assigned at least one contact person for programmatic and fiscal issues among the staff in the Louisiana Department of Education.

Finally, the Louisiana DOE Charter Schools Office staff is in contact with each charter school in Louisiana on a regular basis to discuss the status of federal grants, state appropriations, student membership counts, testing dates, budget adjustments, and any number of other topics. State Charter Staff has a close working relationship with the administrators of each of the schools. These close working partnerships provide us one more opportunity to inform the schools of the federal and state funds available to them.

We ensure that each charter school in Louisiana is properly advised of their eligibility and of their estimated grant amounts.

(iii) *Describe how the SEA will ensure that each charter school in the State receives the school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and a year in which the school's enrollment expands significantly;*

Upon approval, every charter school, whether approved by a local chartering authority or by the State Board of Education, is assigned a "site code" in the Department of Education's database. Detailed data is gathered on various aspects of the schools' students and staff. That data is used by the Division of Education Finance to ascertain proper allocations to all LEAs and to each charter school. The Division of Education Finance uses approved allocation methods to ensure that LEAs and state-approved charter schools receive their commensurate share of federal and state funds, including during the first year of operation. Audits by the Division of Education Finance and by the Department's program managers representing the individual federal programs ensure proper allocation of federal program funds. The Division of Education finance is very cognizant of their duties and responsibilities to fairly and equitably distribute the federal block and discretionary grants in accordance with EDGAR and federal program requirements, to all schools in Louisiana, including charter schools.

(iv) *Describe how the SEA will disseminate best or promising practices of charter schools to each local educational agency (LEA) in the State;*

Louisiana's annual report on charter school quality (which is currently being redesigned) will serve as the primary vehicle for disseminating best or promising practices of charter schools to local educational agencies in the state. The first report, in the redesigned format will be published in spring 2009.

We will also promote and attend regional and statewide meetings of the Louisiana Association of Public Charter Schools where the charter schools can share their success stories and report on best practices that they have developed or encountered.

Another method for disseminating best practices is through regular meetings with groups of charter school board members or principals where best practices are discussed. Last year, for example, the Charter Schools Office hosted the first-ever meeting of Type 2 charter school leaders. Type 2 charter schools are geographically dispersed throughout the state, and they are stand-alone LEAs who don't receive local assistance or support. The day-long session was the first opportunity for the principals to meet each other and to interact. The Charter Schools Office plans to get these schools leaders together twice each year to share best practices, to network, and to share common concerns. Charter school leaders in the Recovery School District in New Orleans meet quarterly in similar sessions. While the initial meetings focused on solving a myriad of problems, they are increasingly becoming forums for sharing best practices. The Department will continue to facilitate, encourage, and participate in these types of events.

Because of the initial success of charter schools in New Orleans, the Department is undertaking an effort to encourage local district administrators to visit the schools, to observe the new approaches that are being implemented, and to begin replicating those programs and/or practices that are showing success. While this effort in the past has been informal, the Charter Schools Office will formalize visits for those local districts targeted as potential authorizers. The Charter Schools Office also envisions setting up

a number of visits for local districts to see successful charter school programs in other states. We have already begun trips for local districts to see the New Technology Foundation Schools in Texas and in California, and we are encouraging district leaders to explore charter possibilities for this school model.

- (v) *If an SEA elects to reserve part of its grant funds (no more than 10 percent) for the establishment of a revolving loan fund, describe how the revolving loan fund would operate;*

Louisiana does not plan to use any federal grant funds for a revolving loan fund.

- (vi) *If an SEA desires the Secretary to consider waivers under the authority of the CSP, include a request and justification for any waiver of statutory or regulatory provisions that the SEA believes is necessary for the successful operation of charter schools in the State; and*

Louisiana requests no waivers of the CSP guidelines at this time for the 2009-2012 award.

- (vii) *Describe how charter schools that are considered to be LEAs under State law and LEAs in which charter schools are located will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.*

Louisiana's Charter School Law includes in its preamble the following language:

*"...it is the intention of the legislature that the best interests of at-risk pupils shall be the overriding consideration in implementing the provisions of this Chapter." (R.S.*

*17:3972.A).* One of the definitions of "at-risk pupil" listed in the law, is a child with exceptionalities, which is further defined in R.S. 17:1943 as a child with any one or more of a long list of disabilities. The Charter School Law also requires a high minimum percentage of at-risk students as enrollees in any charter school (based on comparable percentages reported by the LEA in that locale). Each charter school is required to

acknowledge this at-risk requirement in their application and in their official charter contract and to submit assurances to their chartering authority that they are serving at least the applicable minimum percentage of students with disabilities. The Louisiana Department of Education makes certain that each individual charter school is treated in the same manner as all other public schools when it comes to providing both federal funding to those schools and services to children with disabilities.

Additionally, the Department has significantly increased its technical assistance to charter schools in helping them better prepare to educate and, once school is open, to educate children with disabilities. Over the past year, we have incorporated mandatory pre-opening training on serving disabled students for all approved charter schools (one session for school leaders, and one for special education coordinators) to ensure these schools are ready to provide the required services for students on day one. This is followed-up with ongoing technical assistance and monitoring throughout the school year.

Additionally, CSP subgrant recipients are required to budget and expend start-up and implementation subgrant funds on the design and refinement of their special education programs. These activities are reviewed by the Department's Special Education Team.

### III. Selection Criteria

The selection criteria are from the authorizing statute for this program and 34 CFR 75.210 of EDGAR.

- (i) *The contribution the charter schools grant program will make in assisting educationally disadvantaged and other students to achieve State academic content standards and State student academic achievement standards (30 points).*

*Note: The Secretary encourages the applicant to provide a description of the objectives for the SEA's charter school grant program and how these objectives will be fulfilled, including steps taken by the SEA to inform teachers, parents, and communities of the SEA's charter school grant program and how the SEA will disseminate best or promising practices of charter schools to each LEA in the State.*

As part of Louisiana's continuing effort to assure that all students are given the opportunity to achieve our state academic content standards and student academic achievement standards, the State Department of Education has implemented a model curriculum program in which each public school, including charter schools, must either adopt the state's model curriculum (Louisiana Core Curriculum) or they must demonstrate how the school's own unique curriculum addresses and incorporates the minimum curriculum standards and the Louisiana Grade Level Expectations (GLEs). All charter curriculums must also address and include the state's Content Standards in English/Language Arts, Mathematics, Social Science, Science, and the Arts. Each applicant seeking to establish a charter school must include a statement of which choice they will make on this curriculum issue. If a school chooses to align their own curriculum with the state's model, Department of Education staff will examine the curriculum to verify that it does meet the standards.

Considering that Louisiana's charter school law requires that all charter schools must enroll a minimum, formula-derived percentage of at-risk, educationally

disadvantaged students, we can be sure that each charter school is exposing these students to the state's curriculum and achievement standards. **Accordingly, every charter school developed and funded under Louisiana's 2009-2012 CSP award will have a significant enrollment of at-risk, educationally disadvantaged students who will receive instruction based on Louisiana's academic content standards and minimum curriculum requirements.**

Louisiana's charter schools are free to utilize the flexibility afforded to them by the charter school statute to uniquely design how they teach the state content standards. This flexibility allows them to be highly effective in assisting educationally disadvantaged and other students in achieving the state standards. Louisiana charter schools can, and do, tailor their educational programs and instructional methods to their targeted student populations. Programs offered by Louisiana's existing charter schools include traditional and innovative programs. They include some rigorously structured school programs such as Direct Instruction, and other alternative programs and methods such as project-based and experiential learning. We expect to see a similar mix of approaches in the new charters that will receive funding from the 2009-12 CSP award.

Louisiana charter schools also use a variety of means and settings to assist educationally disadvantaged and other students to achieve state academic content standards and state academic achievement standards. Louisiana charter schools are offering site-based, non-classroom-based, project and community-based programs, technology-based distance learning programs and more. As needs are identified, our charter schools develop resources and responses.

Whatever the chosen program, curriculum, or school settings, all Louisiana charter schools support the legal requirement that all public schools must provide their students with access to and mastery of the Louisiana academic content standards. The goal in Louisiana is for all public school children to be successful in meeting or exceeding student achievement standards, through innovative, high-quality public schools that respond to the local community's needs and to parental demands for school choice.

To further ensure that charter schools are prepared to address the needs of at-risk students, the Louisiana Charter School Program requires subgrant recipients to use a portion of their CSP funds for curriculum design and alignment, for designing its program for serving special needs students, and for professional development.

In New Orleans where the greatest number of charters have been developed recently, the creation of new charter schools and the conversion of former public schools into charters has presented an opportunity for inner-city disadvantaged students to attend public schools that are equipped to meet the state's standards as described above and which have the capacity and desire to serve the unique needs of the city's at-risk children. **The 2009-12 CSP funds will provide the start-up funds the charter developers will need to create these new approaches to introduce high academic standards and appropriate curriculum to disadvantaged students in New Orleans and throughout the state.**

(ii) *The degree of flexibility afforded by the SEA to charter schools under the State's charter school law (30 points).*

*Note: The Secretary encourages the applicant to include a description of how the State's law establishes an administrative relationship between the charter school and the authorized public chartering agency and exempts charter schools from significant State or local rules that inhibit the flexible operation and management of public schools.*

*The Secretary also encourages the applicant to include a description of the degree of autonomy charter schools have achieved over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with their State's law.*

Louisiana's charter school law bestows a great deal of flexibility on the charter schools and their governing board of directors in all matters from governance, to budgets and expenditures, to personnel and student policies, etc.

Relative to the degree of flexibility and autonomy enjoyed by our charter schools, Louisiana charter school law provides the following exemptions:

**LA R.S. 17:3996. Charter schools; exemptions**

*A. Notwithstanding any state law, rule, or regulation to the contrary and except as may be otherwise specifically provided for in an approved charter, a charter school established and operated in accordance with the provisions of this Chapter and its approved charter and the school's officers and employees shall be exempt from all rules and regulations of the state board and those of any local school board that are applicable to public schools and to public school officers and employees except for the following rules and regulations otherwise applicable to public schools regarding:*

- (1) Building maintenance.*
- (2) Facility accessibility.*
- (3) Asbestos detection and abatement.*
- (4) The Sanitary Code.*
- (5) Pesticide use and safety.*
- (6) Fire safety.*
- (7) Safe work environments.*
- (8) The possession and safe use of weapons and hazardous materials.*

- (9) *Adolescent health initiatives and school health centers.*
- (10) *Hearing and vision screenings.*
- (11) *Immunizations and health records.*
- (12) *Communicable disease prevention.*
- (13) *Drug use prevention.*
- (14) *Eye safety and the use of protective goggles.*
- (15) *Missing children identification procedures.*
- (16) *Teacher certification, except as provided in R.S. 17:3991(C)(6).*
- (17) *School and district accountability system.*

*B. Notwithstanding any state law, rule, or regulation to the contrary and except as may be otherwise specifically provided for in an approved charter, a charter school established and operated in accordance with the provisions of this Chapter and its approved charter and the school's officers and employees shall be exempt from all statutory mandates or other statutory requirements that are applicable to public schools and to public school officers and employees except for the following laws otherwise applicable to public schools with the same grades:*

- (1) *School entrance age, R.S. 17:222.*
- (2) *Corporal punishment and suspension of students, R.S. 17:223.*
- (3) *Expulsion of students, R.S. 17:224.*
- (4) *School year, R.S. 17:154.1(A)(1) and 236.*
- (5) *Attendance reporting, R.S. 17:232.*
- (6) *Admission of home study students, R.S. 17:236.2.*
- (7) *Unauthorized use of electronic communication devices, R.S. 17:239.*

- (8) *Smoking, R.S. 17:240.*
  - (9) *Open meetings, R.S. 42:4.1 et seq.*
  - (10) *Public records, R.S. 44:1 et seq.*
  - (11) *Teaching regarding the United States Constitution, R.S. 17:261.*
  - (12) *Teaching regarding the Federalist Papers and the Declaration of Independence, R.S. 17:268.*
  - (13) *Teaching regarding free enterprise, R.S. 17:274.*
  - (14) *Teaching regarding civics, R.S. 17:274.1.*
  - (15) *Teaching regarding sex, R.S. 17:281.*
  - (16) *Religious liberty of students, R.S. 17:2115 et seq.*
  - (17) *Pupil assessment, R.S. 17:24.4.*
  - (18) *Any school and district accountability system required by law of a public school of similar grade or type.*
  - (19) *Public bids for the erection, construction, alteration, improvement, or repair of a public facility or immovable property, Part II of Chapter 10 of Title 38 of the Louisiana Revised Statutes of 1950.*
  - (20) *Code of Governmental Ethics, R.S. 42:1101 et seq., with the exception of R.S. 42:1119 as it applies to any person employed by a charter school prior to August 15, 2003.*
- C. A charter school established and operated in accordance with the provisions of this Chapter shall comply with state and federal laws and regulations otherwise applicable to public schools with respect to civil rights and individuals with disabilities. Any Type 2 or Type 5 charter school shall be considered the local education agency for*

*the purposes of any special education funding or statutory definitions, while the local school board shall remain the local education agency for any Type 1, 3, or 4 charter school.*

*D. Notwithstanding any state law, rule, or regulation to the contrary, the provisions of any collective bargaining agreement entered into by the local school board in whose jurisdiction the charter school is located shall apply to a charter school established and operated in accordance with the provisions of this Chapter and its approved charter and the school's officers and employees, except as otherwise provided for in the approved charter.*

*E. To graduate from a charter high school, pupils shall be able to demonstrate competency in the content of every course required for high school graduation. The state board shall provide by rule relative to a determination that such competencies have been acquired. In addition, any examination required by the state board or by law as a requirement for graduation from public high schools shall apply to pupils at charter high schools. Charter schools choosing to have their students demonstrate course competencies in a manner different from the traditional Carnegie unit approach where students take specific courses shall describe in their charter proposal how the school plans to work with the public higher education management boards regarding the acceptance by public institutions of higher education of such competencies.*

In addition, charter schools in Louisiana enjoy the following freedoms:

*Consistent with the provisions of this Chapter, a charter school and its officers and employees may exercise any power and perform any function necessary, requisite, or proper for the management of the charter school not denied by its charter, the*

*provisions of this Chapter, or other laws applicable to the charter school. LA R.S. 17:3991(A)(2)*

*Notwithstanding any state law, rule, or regulation to the contrary and except as may be otherwise specifically provided for in an approved charter, a charter school established and operated in accordance with the provisions of this Chapter and its approved charter and the school's officers and employees shall be exempt from all rules and regulations of the state board and those of any local school board, and all statutory mandates or other statutory requirements that are applicable to public schools and to public school officers and employees except for the list of rules and regulations and statutes enumerated below that are otherwise applicable to public schools... LA R.S. 17:3996(A) and (B)*

*The governing authority of any charter school may employ such faculty and staff members as it deems necessary. All potential charter school employees shall be notified of the specific benefits they will be offered, as specified in the school's charter agreement. LA R.S. 17:3997(A)(1)(a)*

*The nonprofit organization shall have exclusive authority over all employment decisions at the charter schools. However, as provided for in the charter, a nonprofit organization may enter into a contract with a for-profit organization to manage the charter school and may delegate to the for-profit organization such authority over employment decisions at the charter school as the nonprofit organization deems necessary and proper. LA R.S. 17:3997(A)(1)(b)*

Louisiana's Charter School Law clearly provides that a charter school and its officers and employees are free to exercise any power and perform any function

necessary for the management and operation of the charter school that is not specifically denied by its charter, by the charter school law, or by other laws applicable to a charter school. Our law grants exemptions to charter schools from all rules, regulations and laws that are applicable to other public schools, except for a very limited list of 37 rules, regulations, and statutes that are specified in the charter school law.

This autonomy and freedom from constrictive rules is at the very heart of the charter school movement. While requiring the adoption and use of generally accepted business practices, prudent safety precautions, and a handful of education-specific statutes, our charter schools are free to develop and implement creative and innovative governance, educational, and management models (including fiscal matters) that will best serve the unique circumstances of the individual schools. This includes control over the charter school's budgets and expenditures. Other than some specific limitations dictated by certain state or federal funding sources, Louisiana charter schools are free from their authorizer when it comes to budget development and the school may use the bulk of their budget, which are general purpose funds, for any school use determined appropriate by their governing board.

For discretionary grant or supplemental funding, state-chartered schools are treated as LEAs for fiscal purposes only and may autonomously apply for any funds for which they are eligible. Locally chartered schools receive their funds through their LEA, and the LEA competes for grant or supplemental funds on their behalf.

In light of the significant statutory exemptions listed earlier, it is in part the limited impositions of safety requirements, curriculum content standards, participation in the state's testing and accountability programs, our on-going monitoring/evaluation process

and the budgeting/fiscal requirements mentioned immediately above that are the basis of the administrative relationship between the charter school and the authorizing agency. Understanding and respecting these limited forays into the charters' freedoms are what create the mutually beneficial relationship that must exist between the charter and its authorizer.

(iii) *The number of high-quality charter schools to be created in the State (30 points).*

Note: *The Secretary considers the SEA's reasonable estimate of the number of new charter schools to be authorized and opened in the State during the three-year period of this grant.*

*The Secretary also considers how the SEA will inform each charter school in the State about Federal funds the charter school is eligible to receive and ensure that each charter school in the State receives the school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and during a year in which the school's enrollment expands significantly.*

During the 2009-12 grant period, Louisiana has a goal of opening 35 new charter schools, which would bring the total number of charter schools in operation to 100 from a base of 65 in 2008.

Louisiana will accomplish this through growth in the number of charter schools approved by local district authorizers (Type 1 charter schools), charter schools approved by BESE after rejection at the local level (Type 2 charter schools), and charter schools that are operated as part of the Recovery School District (Type 5 charter schools).

As earlier described in our responses to the "Competitive Priorities" section, the Recovery School District (RSD) and the Type 5 charter model was created by the legislature to provide new school choice options to parents and guardians whose students are trapped in failed schools. In Louisiana, a failed school is identified as one that either: (1) has been labeled in the state's uniform school accountability program as

academically unacceptable for four consecutive years, or (2) a school with a School Performance Score below the state average and which is part of a local school district that has been to be academically in crisis pursuant to statute. Public schools which meet either of these statutory definitions are then eligible for “takeover” by the state-operated RSD. (LA R.S. 17:10.5 and LA R.S. 17:10.7)

As an intermediate educational unit, the Recovery School District is empowered to operate failed schools *“in whatever manner is determined by the RSD to be most likely to bring the school(s) to an acceptable level of performance as determined pursuant to the accountability plan.”* The preferred operational model for operating these schools is the Type 5 charter school arrangement, as evidenced by the approval of five Type 5 charter schools in the Baton Rouge area in 2008. Additionally, as this grant application is being written, LDOE is soliciting charter proposals for 10 schools transferred to the Recovery School District in January 2009.

There are currently 33 failing schools in Louisiana that, if they do not improve their performance significantly, will become eligible for transfer to the RSD and possible restructuring as charter schools during the 2009-12 project period.

The State Board of Education through its policy making actions, through its statutorily granted chartering authority, and through its Charter School Grant Program, is actively supporting and helping to implement each of these reform initiatives.

In order to better implement the requirements of our charter school law and the increased demand for charter school development due to the hurricanes, and to ensure the creation of high-quality sustainable charter schools, the Louisiana State Board of Elementary and Secondary Education (BESE) and the Louisiana Department of

Education has developed an ongoing contractual relationship with the National Association of Charter School Authorizers (NACSA) in order to obtain NACSA's assistance and guidance in our Type 5 and Type 2 charter solicitation efforts, to include evaluating Type 5 charter proposals and making recommendations for approval to the State Superintendent of Education.

As in the past, staff in the Charter Schools Office will provide support and technical assistance to charter schools in administering the federal charter school grant program and making Louisiana's charter schools successful:

1. Provide state-level technical assistance, information, and support to encourage individuals and groups to become involved in the charter school movement in order to provide better learning environments to all students, especially those considered at-risk and those displaced or otherwise affected by the 2005 hurricanes.
2. Provide funding and technical support for planning and startup support to increased numbers of groups who can successfully create and implement charter schools, thereby fulfilling the objectives of Louisiana's charter school law:
  - Improve pupil learning and, in general, the public school system
  - Increase learning opportunities and access to quality education for pupils
  - Encourage the use of different and innovative teaching methods and a variety of governance, management, and administrative structures
  - Require appropriate assessment and measurement of academic learning results

- Create new professional opportunities for teachers and other school employees, including the opportunity to be responsible for the learning program at the school site
3. Provide professional evaluations of all charter schools to determine the success of those schools in meeting their stated objectives, as well as the impact such schools are having on students and the broader educational system.

(iv) *The quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks (30 points).*

Note: *In addition to describing the proposed objectives of the SEA charter school grant program and how these objectives will be fulfilled, the Secretary encourages applicants to provide descriptions of the steps to be taken by the SEA to award subgrant funds to eligible applicants desiring to receive these funds, including descriptions of the peer review process the SEA will use to review applications for assistance, the timelines for awarding such funds, and how the SEA will assess the quality of the applications.*

To ensure successful completion of the project goals and objectives, the Charter Schools Office has developed meaningful activities that are directly aligned to the project goals. The leadership roles and responsibilities will be shared with various entities including, but not limited to, Charter School Office Staff, BESE, Accountability and Education Finance staff, as well as various stakeholder groups. The management and evaluation plans for this project are separate, but complementary. The management plan will help guide the evaluation of the project.

While a contractor will be selected to conduct a comprehensive evaluation the charter school program over the entire grant period, internal controls are in place to manage and evaluate the program each year. These internal controls will allow for fine-

tuning throughout the program in order to enhance the state's program and the charter school's success. The internal controls also allow access to information at any given time. For example, the Department records a snapshot of school and student data at different intervals during the school year. This will also aid in tracking project performance throughout the year.

The goal of the Louisiana Department of Education's charter school grant program is to increase educational opportunities for children throughout the state. To accomplish this, the state has identified three key performance objectives. The first is to increase the overall number of charter schools. To do so, the state will need to recruit and support potential school operators, assist local authorizers, process and evaluate applications, and provide guidance to new schools. The second objective is to build leadership capacity. For this, the state's charter school office will develop and deliver high quality professional development for local authorizers and charter school boards. It will also collaborate with local, state, and national agencies, both public and private. The final objective is to improve academic performance. To achieve this, the state will provide additional support and oversight. This will include formal and informal site visits, data analysis, and trainings. Obviously, the state will also set high performance standards for its charter schools and monitor progress on a regular basis.

The Louisiana Department of Education will inform teachers, parents, and communities of its charter school grant program in a variety of ways. It will hold numerous workshops across the state, publish and distribute information via the Internet and in print, and answer questions and address concerns on an ongoing basis. It will also work closely with local and national organizations including the media.

The charts below display objectives that are measurable and attainable, including timelines and milestones focused on intermediate outcomes. The proposed budget will sustain the full implementation of the selected activities.

**Objective 1: Increase the number of high-quality charter schools available to Louisiana students and families**

<b>Activity</b>	<b>Responsible Staff</b>	<b>Timeline</b>	<b>Milestones</b>
Staff will coordinate, conduct and/or participate in state and regional workshops to inform interested charter developers about charter schools, application requirements, and the availability of PCSP funding. At least 150 attendees will participate in these sessions annually.	State Charter School Staff	Semi Annually and Per Application Release	Depending on the nature and location of the workshop, have between 10 and 25 participants per session
The staff's collective activities in support of charter applicants will lead to the submission of fifteen (15) charter school applications annually throughout the state.	State Charter School Staff	On-going	Submission of 15 applications annually
Increase the number of high-quality charter schools in Louisiana from a base of 65 in 2008 to 100 by the end of the 3-year grant period. (GPRA)	State Chare School Staff, all stakeholders	Ongoing	Approximately 12 new charter schools will open annually in 2009-10, 2010-11, and 2011-12
Increase the number of local district authorized charter schools from a base of 14 to 18 by the end of the 3-year grant period. (GPRA)	Louisiana Board of Elementary and Secondary Education (BESE)	On going through the end of 3-year Grant Period	Two LEA authorized charters school each of the final two years of the grant
Facilitate the creation of 6 new charter high schools by the end of the grant period. (GPRA)	State Charter School Staff/ Key Stakeholders (LA Charter School Association, New Schools for New Orleans,etc.	On going through out the end of 3-year Grant Period	At least 2 charter high schools each year of the grant

In each year of the grant period, the percentage of at-risk students enrolled in charter schools will exceed the state average	State Charter School Staff, RSD, Local School Districts	Ongoing	Annual report on the percentage of at-risk students in charter schools
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### **CSP Subgrant Process**

As it has done over the past 8 years, the Louisiana Department of Education will use CSP subgrants to help charter schools open successfully and begin operations in a relatively strong position. If current funding levels are maintained, we anticipate awarding each approved charter school a total of \$600,000-\$800,000 dollars during start-up and the first two years of the charter contract. These funds have helped schools with professional development, to acquire technology and materials, and to hire personnel to accomplish critical start-up activities.

To ensure schools plan for critical activities well in advance of school starting, CSP subgrant recipients are required to budget and spend CSP funds on a number of “required use of funds” items. These include professional development, special education program design, curriculum development, data collection and management system development, and governance.

Federal charter school funds will be available to support charter schools during three stages of start-up activities. The first subgrant phase is for planning and program design in the “post-charter” period when a group has received final approval by a local school board or by the State Board of Elementary and Secondary Education and after assurance that the school has an acceptable admissions policy. All schools will be eligible for up to \$200,000 in “Post-Charter Subgrant” funding.

The second and third phases for funding are for the “Implementation” period of a charter school, usually the first two years of the charter school’s operation. These funds are available to all charter schools that meet CSP subgrant eligibility guidelines. The budget is built upon each charter school receiving \$200,000 as the “Year 1 Implementation Subgrant” and \$200,000 for the “Year 2 Implementation Subgrant”. A charter school may not receive any of these funds beyond a 36-month period.

Takeover Charter Schools. Charter schools that take over the operation of failed schools as part of the state’s accountability restructuring intervention option are eligible for up to \$200,000 in additional PCSP funding during the three-year project period. The increased level of funding available for charters that take over the operation of failed schools is reflective of the LDOE priority of turning around chronically underperforming traditional public schools through the charter vehicle. Additional PCSP funding available to these schools must be targeted to the following types of activities (subject to the guidelines on allowable activities):

- comprehensive and targeted professional development for teachers and school leaders
- implementation of proven literacy and numeracy initiatives
- school quality reviews to systematically gather and share information on school performance to inform decision-making and improve overall school quality
- implementation of integrated, research-based programs that are specifically designed, personalized, and adjusted to address students’ academic and related psycho-social needs.

The total allocation for eligible charter schools under this federal subgrant is \$600,000 for new starts and \$800,000 for “take-over” charter schools, with additional funding for each of the two stages of implementation to follow the submission of

supplemental materials documenting progress towards reaching the school's goals and objectives and budgets.

Charter Schools Office Staff and Education Finance Staff work together in managing Louisiana's PCSP grant. The Department releases an RFP annually that details all requirements for applicants, including timelines for the submission of applications, as well as the timing of workshops that help applicants prepare their applications. During 2008-09, the Department developed a timeline that allowed all charter school applicants to have their CSP subgrant applications approved at the same time as their charter applications, thereby ensuring those schools could begin incurring costs immediately. Going forward, the Department plans to further refine this process to allow subgrant funding to be accessed by eligible charter schools at the earliest possible opportunity (within 30 days of charter approval).

All applications are subject to a peer review process, using a rubric to score the quality of the application in a number of areas, including goals and objectives; partnership and commitment; education program; student access; professional development; implementation timeline; required uses of funds; budget; and program evaluation. Staff from the Charter Schools Office will provide training for peer reviewers. Applications that fail to achieve a minimum score must be revised in order to meet expectations. A copy of the rubric is attached.

**Objective 2: Strengthen the skills and knowledge of boards and authorizers to build their leadership capabilities.**

<b>Activity</b>	<b>Responsible Staff</b>	<b>Timeline</b>	<b>Milestones</b>
Collaborate with the key stakeholders (LA Charter Schools Association, New Schools for New Orleans, etc.) to develop certification standards for charter governing boards during the first year of the grant	State Charter School Staff	Ongoing throughout the first year of the grant	Hold quarterly meetings with stakeholders
By the end of the grant period, 60% of sub-grantee board members will be certified	Key Stakeholders, Qualified Trainers	Ongoing throughout the end of the 3 year grant period	All existing board member trained in first year. New members trained in remaining years.
Collaborate with the key stakeholders (LA Charter Schools Association, New Schools for New Orleans, etc.) to ensure 100% of board members of new charter schools receive board orientation and training prior to school opening	State Charter School Office	Prior to each school opening throughout the 3 year grant period	Hold meetings quarterly meetings with stakeholders
Collaborate with key local stakeholders and NACSA to publish a comprehensive guide for local authorizers in the first year of the grant period that helps local district authorizers in making sound and fair approval, renewal, and oversight decisions	State Charter School Staff Key Stakeholders	Quarterly meetings throughout the first year of the grant	Hold meetings quarterly with stakeholders
Provide charter information and awareness workshops for at least six LEAs during the 3-year grant period	State Charter School Office	Ongoing throughout the 3 Year Grant Period	At least two invitations to interested LEAS per year

**Objective 3: Improve student academic achievement in charter schools.**

<b>Activity</b>	<b>Responsible Staff</b>	<b>Timeline</b>	<b>Milestones</b>
100% of operating charter schools will receive a formal site visit in years 1-3 of the charter contract as part of a comprehensive evaluation process designed to spur school improvement	State Charter School Office, Recovery School District (RSD), External Evaluator	Ongoing throughout the 3 year grant period	Conduct 25 site visits annually

90% of new-start charter schools opening in 2008 and going forward will meet minimum student performance targets by their third year of operation, thereby ensuring an extension through year 5.	BESE, State Charter School Staff	Ongoing as schools reach third year of operation	At least half meeting targets in second year
The percentage of charter school students statewide who are proficient in reading on the state assessment will increase by 3% annually. (GPRA)	State Charter School Office, State Accountability Officer	Annually	Increased % proficient in reading at end of each spring testing
The percentage of charter school students statewide who are proficient in math on the state assessment will increase by 3% annually. (GPRA)	State Charter School Office, State Accountability Officers	Annually	Increased % proficient in math at end of Spring testing
Each year authorizers will select and train a peer review team to review and score the PCSP grants.	State Charter School Office, Education Finance Staff	Ongoing throughout Start-up, Implementation Phase I & II	Review and Score 100% of PCSP grants

(v) *In the case of SEAs that propose to use grant funds to support dissemination activities under section 5204(f)(6) of the ESEA, the quality of the dissemination activities (15 points) and the likelihood that those activities will improve student academic achievement (15 points).*

*Note: The Secretary encourages the applicant to describe the steps to be taken by the SEA to award these funds to eligible applicants, including descriptions of the peer review process the SEA will use to review applications for dissemination, the timelines for awarding such funds, and how the SEA will assess the quality of the applications.*

At this time, Louisiana does not propose to use grant funds to support dissemination during the 2009-12 grant award period. If a determination is made after award to support dissemination activities, Louisiana will submit the appropriate request to the U.S. Department of Education to amend our grant proposal and award.

(vi) *The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the extent to which the methods of evaluation include the use of objective performance measures that*

*are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible (30 points).*

Note: *The Secretary encourages the applicant to include a strong evaluation plan in the application narrative and to use that plan, as appropriate, to shape the development of the project from the beginning of the grant period. The Secretary encourages the applicant to design the plan so that it includes (a) benchmarks to monitor progress toward specific project objectives and (b) outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. In its plan, we encourage the applicant to identify the individual and/or organization that has agreed to serve as evaluator for the project and to describe the qualifications of that evaluator. We also encourage the applicant to describe, in its application, the evaluation design, indicating: (1) the types of data that will be collected; (2) when various types of data will be collected; (3) the methods that will be used; (4) the instruments that will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.*

## **Periodic Review and Evaluation**

According to the “*Principles and Standards for Quality Charter School Authorizing*” published by the National Association of Charter School Authorizers (NACSA), a quality charter school is characterized by “high student achievement, financial stewardship, and responsible governance.”

Student performance is the primary measure of school quality. In Louisiana, authorizers use the state’s assessment and accountability programs as objective and verifiable measures of student achievement and school performance. Additional measures of charter school quality include financial and legal performance.

In order to make fair and transparent decisions regarding contract revocations, extensions and renewals, the Louisiana Department of Education has impressed upon each local district authorizer and BESE that it is in the best interests of charter schools, students, parents and the public to articulate clear performance standards for charter

schools and to evaluate each charter school's level of achievement with respect to those standards.

Louisiana law mandates that each charter will be initially valid for a 5-year period. Our statute provides that the chartering authority is to conduct annual monitoring and review processes to validate compliance. At the end of the third-year of operation, each school must submit a comprehensive report to its chartering authority. This report is only one of components to be used by the chartering authority to decide if the charter will be allowed to continue to operate for the remaining two years of the original 5-year charter agreement.

In addition to the comprehensive report, the performance of charter schools authorized by the BESE is evaluated in the following categories using a common set of performance standards. Staff from the Charter Schools Office is working to establish similar standards for each local district authorizer.

## **1. *Student Performance***

The Louisiana Charter School Law requires charter schools to make demonstrable improvements in student performance over the term of its charter. Student performance is the primary measure of school quality. BESE uses the state's assessment and accountability programs as objective and verifiable measures of student achievement and school performance. Student performance is the primary indicator of school quality; therefore, BESE will heavily factor all annual evaluations and contract extensions and renewal decisions on a school's achievement of the student performance standards.

## 2. **Financial Performance**

The Charter Operator is required to engage in financial practices, financial reporting, and financial audits as set forth in Charter School Law, policy and contract agreements. The requirements imposed by law, policy and contract ensure the proper use of public funds and the successful fiscal operation of charter schools.

Charter Schools are evaluated annually on the timely submission of budgets, audits, annual financial reports, and all other financial reporting and compliance with applicable financial budgeting; accounting; and auditing laws, regulations, and procedures.

The financial performance indicator standards measured annually shall be as follows:

INDICATOR	STANDARD
Prior and Current Year Budgets	Both budgets balanced using realistic and responsible assumptions
Annual Financial Report	Timely and Sufficient Filing
Financial Audit	Unqualified opinion; No major findings
Financial Obligations	All in good standing
Financial Reporting	Timely and sufficient filing of all LDE-required financial reports
Student Count Audit	No major findings from LDE audit staff

An audit finding is considered “Major” if it indicates a deliberate act of wrongdoing, reckless conduct, or causes the loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.

Financial Obligations include, but are not limited to, pension payments, payroll taxes, insurance coverage, and loan payments and terms.

### 3. ***Legal and Contract Performance***

BESE evaluates charter school performance based on the Department of Education’s oversight and monitoring of each school’s compliance with its statutory, regulatory, and contractual obligations and all reporting requirements.

BESE’s legal and contract performance evaluation of each charter school is based on, but not limited to, the following indicators. All other requirements in each charter school contract are also subject to evaluation, with data collected in the Department of Education’s charter school oversight, monitoring, and reporting activities. In assessing legal and contract indicators, BESE may consider information from various sources.

BESE will consider a standard not met if a violation indicates a deliberate act of wrongdoing, reckless conduct, or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the rights of students, safety of students, or the continued operation of the school.

INDICATOR	STANDARD
Special Education and ELL Program	Pursuant to applicable law and regulation and contract provisions

Student Enrollment	Pursuant to applicable law and regulation, and contract provisions
Student Discipline	Pursuant to applicable law and regulation, and contract provisions
Health and Safety	Pursuant to applicable law and regulation, and contract provisions
Governance	Pursuant to applicable law and regulation, and contract provisions
Facilities	Pursuant to applicable law and regulation, and contract provisions

It is the responsibility of BESE, the Louisiana Department of Education, and local district authorizers to hold charter schools accountable for achieving the student, financial and legal and contract performance standards by annually evaluating performance against these standards and by making decisions about contract extensions based on such evaluations.

### **External Evaluation**

Beyond the evaluations required by state statutes, Louisiana will continue to use a portion of its federal funds to conduct external evaluations. In Louisiana's previously funded charter school program, funds were allocated to conduct an annual external evaluation of all charter schools. The evaluation model involved numerous site visits, surveys, compliance checks and one-on-one contacts with school personnel and stakeholders. Data was collected directly from the evaluation team and via the Department's web-based student information system.

Previous evaluations have shed light on many charter school issues; however, the findings have not been profound enough to cause any changes in the way the state's charter school program is administered. We are optimistic that a refined

evaluation plan will help identify program strengths and weaknesses and help reshape policies and procedures that guide our charter school program.

The major purpose of this evaluation will be to provide a three-tiered feedback system. This system of feedback will provide valuable information to the authorizer, stakeholders and charter schools on enhancing the state's charter school program educational programs in general. Some of the evaluation activities and data collection methods of the past will remain the same; however, the proposed evaluation will be more comprehensive in scope. For example, in this evaluation evaluators will conduct a longitudinal study of charter schools and include a value-added analysis to see if students in charters schools achieve more than similar students attending traditional schools. Both quantitative and qualitative data reviews will be incorporated to help determine which best practices consistently yield positive results. These results will be disseminated to charter schools across the state.

The Department is in the process of finalizing a contract for professional evaluation services, to include:

- Development of a comprehensive evaluation plan, consisting of data on common indicators of charter schools statewide;
- Monthly and quarterly progress reports and meetings;
- Creation of data collection instruments or select standard instruments; and
- Implementation of data collection procedures which may include interviews, development of databases, site observations and focus groups with stakeholders.

In addition, the Department will seek an evaluator with experience in evaluating charter school programs, using a mixed review of qualitative and quantitative methods, as well as one with organizational capacity to conduct a high-quality evaluation. The evaluation plan will incorporate elements of formative and summative evaluation. The overarching question will be whether or not charter schools have accomplished what they proposed to based on their mission and educational goals.

A snapshot of the Department's evaluation plan activities is included as an attachment.

# Project Narrative

## Other Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1238-Ken Campbell CV.pdf**

### Attachment 2:

Title: Pages: Uploaded File: **1239-LA Charter Schools 2008-09.pdf**

### Attachment 3:

Title: Pages: Uploaded File: **1240-Grant Application Rubric.pdf**

### Attachment 4:

Title: Pages: Uploaded File: **1241-LA Evaluation Plan Snapshot.pdf**

# KENNETH CAMPBELL

(b)(6)

## PROFESSIONAL PROFILE

Dynamic, innovative professional manager with over 15 years of measurable achievements building, leading, and providing positive energy to organizations focused on developing new schools and effecting change in urban schools. Proven track record of cultivating strong relationships, developing strategic partnerships, and building high-performing teams noted for their professionalism and creativity. Consistently recognized for contributing fresh ideas, entrepreneurialism, vision, and enthusiasm.

## PROFESSIONAL EXPERIENCE

### 8/07 – Present LOUISIANA DEPARTMENT OF EDUCATION DIRECTOR OF CHARTER SCHOOLS

Serve as the Department's lead official in regards to all charter-school related activities

### 7/98 – 7/07 MOSAICA EDUCATION/ADVANTAGE SCHOOLS, INC.

#### VICE PRESIDENT & QATAR PROJECT DIRECTOR (7/05 – Present)

#### VICE PRESIDENT & DIRECTOR OF ADMIN & PARTNERSHIP DEVELOPMENT – QATAR (2/04 – 6/05)

Serve as Project Director for Mosaica's Qatar operations during years two and three of the Qatar public school reform effort.

- Lead an international team of 30 educators and support personnel from 6 countries in providing consultative support to newly developing public Independent Schools (charter schools).
- Assist in developing and managing a \$4.3 million project budget
- Responsible for all administrative and logistical activities, including hiring and evaluating personnel, developing policies and procedures, negotiating contracts, procuring materials/equipment, and securing housing and local transportation for the team.
- Oversee the planning and delivery of comprehensive professional development programs for teachers and leadership at the assigned schools, as well as for the members of the Mosaica team, in an overall effort to assist schools implement more challenging curricula leading to improved teaching and learning (particular focus on practical leadership training for new school leaders).
- Set goals and objectives for School Support teams engaged in the day-to-day work of supporting new Independent Schools in their efforts to become strong school organizations poised for long-term success in all aspects of school operations.
- Secured a contract for managing six schools in the United Arab Emirates as part of the local government school reform initiative.

#### As Director of Administration and Partnership Development

- Assisted in the management of the company's Qatar operations.
- Provided ongoing support to new, Independent School principals in the development and implementation of administrative, operational, educational, and managerial policy and guided them towards best practice.
- Provided consultation and training to newly established Boards of Trustees.
- Assisted potential school founders in preparing comprehensive education plans for new schools.
- Provided advice and guidance to Qatari government education officials on issues related to the development of new independent schools

### **VICE PRESIDENT, BUSINESS DEVELOPMENT (7/98 – 2/04)**

Six years experience as a corporate officer/senior manager responsible for helping to shape the company's growth strategy and for developing partnerships with local community organizations to jointly plan and create new public charter schools.

- Analyzed markets, developed strategies for securing contracts, and set targets for growth.
- Secured charter contracts nationwide resulting in annual revenues in excess of \$35 million, with a primary focus on developing schools in urban areas.
- Redesigned the company's partnership development process to increase the success rate of securing contracts.
- Developed and managed a \$1.2 million business development budget.
- Hired and managed a team that included regionally-based business development personnel and market research/administrative staff.
- Cultivated relationships with national and local organizations to help shape policies that affect public school improvement activities.

### **10/91 – 7/98 D.C. COMMITTEE ON PUBLIC EDUCATION/FEDERAL CITY COUNCIL**

#### **EXECUTIVE DIRECTOR (7/95 – 7/98)**

#### **PROJECT DIRECTOR AND OFFICE MANAGER (10/91 – 7/95)**

Served as Executive Director for a non-profit organization representing a collaborative effort to achieve systemic reform of D.C. Public Schools.

- Worked with the Board of Directors in developing strategic plans and in setting organizational goals and objectives.
- Facilitated an internal assessment of organizational performance, which resulted in significant restructuring and the creation of a more focused, streamlined, business-led effort.
- Developed and managed an annual operating budget of \$300,000.
- Hired and managed the work of employees and consultants.
- Prepared grant proposals and played a key role in organizational fundraising.
- Facilitated the development of business-led school-to-work programs in District high schools and conducted periodic assessments of school-business partnership programs.
- Founded the Washington, D.C. Charter School Resource Center to help facilitate the creation of an effective charter school implementation effort and to spur the development of effective local charter schools.
- Worked with parents, community organizations, and educators to design and implement educational programs for students.
- Assisted in the development of comprehensive annual reports informing the public about the progress of Washington's systemic school reform efforts and individual school profiles, which provided school performance data on every public school in the District of Columbia.

### **7/83 – 2/2005 UNITED STATES ARMY/UNITED STATES ARMY RESERVE**

Twenty-one years of experience in the United States Army & Army Reserve in positions of increasing leadership and management responsibility, including eight years Active Duty in Europe and the United States and 13 ½ years in the U.S. Army Reserve. Honorably discharged at the rank of Captain.

#### **Key Highlights**

- Served as the Personnel and Administration Officer of an Army Reserve unit whose mission was to conduct port operations in support of Army deployments world-wide. Responsible for the human resources and administrative functions for the Headquarters and seven subordinate units located in Georgia and Florida, to include the mobilization of soldiers from 5 units in support of Operation Iraqi Freedom.
- Served as Executive Officer of a 200-person Army Reserve unit, with responsibility for all administrative and logistics functions.
- Selected as Distinguished Graduate of Officer Candidate School & Transportation Officer Basic Course and Honor Graduate of Transportation Officer Advanced School.

## EDUCATION & TRAINING

**M.A.E., Educational Leadership**

Touro University International, Cypress, California

**B.S., Business Administration**

Averett College, Danville, Virginia

## RELATED EXPERIENCE

Founding Board Member, Black Alliance for Educational Options

Founding Board Member, Building Excellent Schools, Boston, MA

Presenter at various conferences and symposia in the United States and in Qatar

Member of the Qatar National Professional Standards Committee

Member of the Qatar E-education Strategies Working Group

Liaison with the U.S. Embassy in Qatar in regards to American involvement in Qatar school reform

Coach Little League baseball and youth soccer

**TYPE 1 CHARTERS**

<b>Jefferson Community School</b> (Jefferson)	96/97	Jefferson	6 - 8
<b>Children's Charter</b> (East Baton Rouge)	97/98	EBR PSB	K - 5
<b>CSAL</b> (East Baton Rouge)	97/98	EBR PSB	6 - 8
<b>J. K. Haynes Charter</b> (East Baton Rouge)	97/98	EBR PSB	K - 5
<b>Einstein Charter</b>	06/07	Orleans	PK - 8
<b>Total Type 1 Charters = 5</b>			

**TYPE 2 CHARTERS**

<b>New Vision</b> (Ouachita)	98/99	BESE	K - 6
<b>Glencoe</b> (St. Mary)	99/00	BESE	K - 8
<b>International School of Louisiana</b> (Orleans)	00/01	BESE	K - 8
<b>Avoyelles Public Charter</b> (Avoyelles)	00/01	BESE	K-12
<b>Delhi Charter</b> (Richland)	01/02	BESE	K-12
<b>Belle Chasse Academy</b> (Plaquemines)	02/03	BESE	K-8
<b>Milestone/SABIS</b> (Orleans)	03/04	BESE	K - 8
<b>The MAX Charter School</b> (Lafourche)	07/08	BESE	1 - 8
<b>Children's Charter School</b> (EBR)	08/09	BESE	6th
<b>Total Type 2 Charters = 9</b>			

**TYPE 3 CHARTERS**

<b>Priestly School</b>	06/07	Orleans	9 - 10
<b>Lusher Charter</b>	05/06	Orleans	K - 12
<b>Ben Franklin High School</b>	05/06	Orleans	9 - 12
<b>Audubon Charter</b>	05/06	Orleans	PK - 8
<b>N. O. Science and Math High School</b>	05/06	Orleans	PK - 8
<b>Lake Forest Elem. Charter School</b>	05/06	Orleans	K - 7
<b>Moton Elementary Charter</b>	06/07	Orleans	PK - 6
<b>Warren Easton Charter</b>	06/07	Orleans	9 - 12
<b>Edward Hynes Charter</b>	06/07	Orleans	PK - 8
<b>Total Type 3 Charters = 9</b>			

**TYPE 4 CHARTERS**

<b>Lafayette Charter High</b> (Lafayette)	98/99	BESE	9 - 12
<b>La High School for Ag Science</b> (Avoyelles)	00/01	BESE	9 - 12
<b>Harte Charter Elementary</b> (NOPS/ACSA)	05/06	BESE	K - 8
<b>Karr Charter High School</b> (NOPS/ACSA)	05/06	BESE	9 - 12
<b>Total Type 4 Charters = 4</b>			

**TYPE 5 CHARTERS**

<b>Sophie B. Wright</b> (Institute for Academic Excellence)	<b>05/06</b>	BESE / RSD	4 - 8
<b>Pierre A Capdau Charter School</b> (New Beginnings)	<b>04/05</b>	BESE / RSD	K -11th
<b>Phillips/KIPP Believe</b> (KIPP New Orleans)	<b>05/06</b>	BESE / RSD	5th - 7th
<b>S. J. Green</b> (Middle School Advocates)	<b>05/06</b>	BESE / RSD	K - 8
<b>Eisenhower Elementary</b> (ACSA)	<b>05/06</b>	BESE / RSD	K - 8
<b>Fischer Elementary</b> (ACSA)	<b>05/06</b>	BESE / RSD	K - 8
<b>O.Perry Walker High</b> (ACSA)	<b>05/06</b>	BESE / RSD	9 - 12
<b>Behrman Elem.</b> (ACSA)	<b>05/06</b>	BESE / RSD	PK - 8
<b>Medard Nelson Charter School</b> (New Beginnings)	<b>05/06</b>	BESE / RSD	PK - 8
<b>Singleton Middle Sch.</b> (Dryades YMCA)	<b>06/07</b>	BESE / RSD	PK - 8
<b>MLK Science &amp; Tech.</b> (Friends of King)	<b>06/07</b>	BESE / RSD	PK - 9
<b>McDonogh 15 - KIPP</b> (KIPP New Orleans)	<b>06/07</b>	BESE / RSD	PK - 8
<b>McDonogh 32</b> (ACSA)	<b>06/07</b>	BESE / RSD	K - 8
<b>N.O. Elem. Elem.</b> (N.O. Charter Foundation)	<b>06/07</b>	BESE / RSD	

<b>Abramson Sci/Tech Charter School</b> (Pelican)	<b>07/08</b>	BESE / RSD	K - 10
<b>Langston Hughes Academy</b> (NOLA, 180)	<b>07/08</b>	BESE / RSD	K - 6
<b>Treme Charter School-McDonogh 42</b> (Treme)	<b>07/08</b>	BESE / RSD	K - 8
<b>Andrew H. Wilson Charter</b> (Broadmoor)	<b>07/08</b>	BESE / RSD	K - 6
<b>New Orleans College Prep</b> (N.O. College Prep Acad)	<b>07/08</b>	BESE / RSD	6th - 7th
<b>Esperanza Charter School</b> (Esperanza)	<b>07/08</b>	BESE / RSD	K - 8
<b>KIPP Central City Academy</b> (KIPP)	<b>07/08</b>	BESE / RSD	5 - 6
<b>ACSA Tech H.S. at Rosenwald</b> (ACSA)	<b>07/08</b>	BESE / RSD	9 - 12
<b>Crocker Arts &amp; Tech</b> (Advocacy for the Arts & Tech N.O.)	<b>08/09</b>	BESE / RSD	K - 2
<b>The Intercultural Charter School</b> (The I.C.S. Board)	<b>08/09</b>	BESE / RSD	K - 5
<b>Akili Academy Charter School</b> (Akili Academy of N.O.)	<b>08/09</b>	BESE / RSD	K - 1
<b>N.O. Charter Sci &amp; Math Academy</b> (Advocacy for Math & Sci)	<b>08/09</b>	BESE / RSD	9th
<b>Sojourner Truth Academy</b> (Sojourner Truth Academy, Inc.)	<b>08/09</b>	BESE / RSD	9th
<b>KIPP Central City Primary</b> (KIPP)	<b>08/09</b>	BESE / RSD	K
<b>Miller McCoy Academy</b> (Miller McCoy Academy, Inc.)	<b>08/09</b>	BESE / RSD	6th & 9th
<b>Glen Oaks Middle School</b> (Advance Baton Rouge)	<b>08/09</b>	BESE / RSD	6th - 8th
<b>Prescott Middle School</b> (Advance Baton Rouge)	<b>08/09</b>	BESE / RSD	6th - 8th
<b>Pointe Coupee Central High</b> (Advance Baton Rouge)	<b>08/09</b>	BESE / RSD	6th - 12th
<b>Capitol City Academy for Girls</b> (100 Black Men)	<b>08/09</b>	BESE / RSD	9th - 12th
<b>Capitol City Academy for Boys</b> (100 Black Men)	<b>08/09</b>	BESE / RSD	9th - 12th
<b>Total Type 5 Charters = 38</b>			
<b>Total Number of Charter Schools in Louisiana = 65</b>			

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**START-UP/IMPLEMENTATION GRANT NARRATIVE RUBRIC**

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This evaluation rubric is separated into ten categories (ordered A-I) that correlate with the headings found in the Start-up/Implementation Grant Narrative Application. Under each heading, a guiding question or statement is presented, followed by a stimulus status and rating scale. Each item should be rated on a scale from 1 to 3, with 3 being the highest score. Items should be rated based on the criteria in the 3-point scale below.

Scale	Rating
1	Fails to Meet Standards
2	Partially Meets Standards
3	Fully Meets Standards

The maximum number of points allowable in each category is three (3), with a maximum total score of thirty (30) for each application. A three-person peer-review team will review and score each application individually. The scores from the review team will be averaged to determine eligibility for funding. Any application receiving an average peer-reviewed score of less than twenty (20) will require significant revision of the PCSP application. Additionally, any category receiving an average score of less than 1.66 also will need to be revised. Staff from the Charter Schools Office may seek other revisions at its discretion to ensure PCSP applications meet the spirit and intent of the grant program.

**A. Executive Summary**

How is your charter school better serving students than what is currently available?

***Characteristics of both the community and the students (in enrollment area) present a need for the proposed school. It is apparent that this school will better serve students than what is currently available.***

Executive Summary	Fully Meets Standards <b>3</b>	Partially Meets Standards <b>2</b>	Fails to Meet Standards <b>1</b>
<input type="checkbox"/> <b>3 Fully Meets Standards</b> <input type="checkbox"/> <b>2 Partially Meets Standards</b> <input type="checkbox"/> <b>1 Fails to Meet Standards</b>	Applicant demonstrates there is a definitive need for the school in the area it is seeking to serve, and there is evidence that the school will better serve students than what is currently available.	There is a need for the community school in the proposed enrollment area but the applicant does not demonstrate how its school will better serve students than what is currently available.	Demonstration of need is not present or there is no apparent need for the community school in the area to be served

## B. Goals and Objectives

Derived from the School's stated Goals and Objectives

***The funding application should contain measureable goals and objectives. At least one goal must address school and student performance as measured by the Louisiana School Accountability System. Sound strategies will be implemented to ensure progress towards goals and objectives.***

<b>Goals and Strategies</b>	<b>Fully Meets Standards 3</b>	<b>Partially Meets Standards 2</b>	<b>Fails to Meet Standards 1</b>
<input type="checkbox"/> <b>3 Fully Meets Standards</b> <input type="checkbox"/> <b>2 Partially Meets Standards</b> <input type="checkbox"/> <b>1 Fails to Meet Standards</b>	Goals and/or strategies are well thought out and measurable and hold the promise of producing positive change.	Goals and/or strategies are in place and are observable and measurable, however they are unlikely to bring significant positive change; or are not clearly described or are very hard to measure.	Goals and/or strategies are not present or goals and/or strategies are unclear, not observable, not measurable, and/or are not significant.

## C. Partnership Commitment

Identify the types of external support and assistance the school will rely upon in the development and implementation of the school's total program. Include how parents and other members of the community were or will be involved in the planning, program design, and implementation of the community school. Describe each partner's level of commitment.

***A collaborative effort is present in the development of school. The application provides evidence of a high level of stakeholder support and commitment.***

<b>Partnership Commitment</b>	<b>Fully Meets Standards 3</b>	<b>Partially Meets Standards 2</b>	<b>Fails to Meet Standards 1</b>
<input type="checkbox"/> <b>3 Fully Meets Standards</b> <input type="checkbox"/> <b>2 Partially Meets Standards</b> <input type="checkbox"/> <b>1 Fails to Meet Standards</b>	Exceptional evidence of support and commitment by stakeholders with a clear plan for involvement throughout the project and clear roles of those who	Some evidence of support and commitment by stakeholders is present but stakeholders play a minor role in the project; pieces may be missing or not	No evidence of support and commitment by stakeholders is present or there is minimal evidence of support and commitment by stakeholders is present; description of involvement is vague or

	will participate.	clearly described.	not likely to yield success.
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### D. Education Program

Describe the educational program to be implemented including the curriculum, instructional delivery methods and key initiatives or themes. Include other school characteristics like: (a) the name of the school's sponsor, (b) the traditional public school district in which your school will be located, (c) the target student population (if at-risk, provide definition) to be served, (d) the grade levels and ages of the students to be served, (e) academic calendar, (f) length of school day, and (g) instructional delivery method.

***Applicant clearly addresses educational priorities and provides relevant information about the educational plan to be implemented.***

Public Charter School Program Requirements	Fully Meets Standards <b>3</b>	Partially Meets Standards <b>2</b>	Fails to Meet Standards <b>1</b>
<input type="checkbox"/> <b>3 Fully Meets Standards</b> <input type="checkbox"/> <b>2 Partially Meets Standards</b> <input type="checkbox"/> <b>1 Fails to Meet Standards</b>	Ample information is provided that was requested.	Several pieces of information are provided that was requested; however there is some unclear and/or missing information.	No information is provided or minimal information is provided; however, there is some unclear and/or missing information.

### E. Student Access

Provide a description of how students in the community will be informed about the charter school. Discuss how your plan will assure equal access to the charter school for all students. Include a description of how you plan to ensure that students with disabilities will be served.

***Ensure that student will have equitable access to your charter school and its services.***

Student Access	Fully Meets Standards <b>3</b>	Partially Meets Standards <b>2</b>	Fails to Meet Standards <b>1</b>
<input type="checkbox"/> <b>3 Fully Meets Standards</b> <input type="checkbox"/> <b>2 Partially Meets Standards</b> <input type="checkbox"/> <b>1 Fails to Meet Standards</b>	The plan clearly shows that students will have equal access to the charter school, including a specific plan to address students with special needs.	The plan for equal access considers some factors but may not include any priorities for special needs students or an equal opportunity for all students.	The plan is missing or does not include a description of how students will be informed about the school nor does it explain how they may be given full access.

## F. Professional Development

Describe the school's professional development plan and specific goals and assessment for all individuals associated with the school.

***The applicant presents a specific plan for high quality professional development that supports the Goals and Objectives and relates to the school's vision and mission.***

<b>Professional Development</b>	<b>Fully Meets Standards 3</b>	<b>Partially Meets Standards 2</b>	<b>Fails to Meet Standards 1</b>
<input type="checkbox"/> <b>3 Fully Meets Standards</b> <input type="checkbox"/> <b>2 Partially Meets Standards</b> <input type="checkbox"/> <b>1 Fails to Meet Standards</b>	Plans are solid and hold the promise of producing significant positive results. Plan could serve as a model.	Plans are in place, but may not ensure student academic success; some pieces missing or not clearly defined.	There is no plan for ensuring student academic achievement or there is minimal evidence of a plan for addressing student achievement is present; the plan is unclear, vague or insignificant.

## G. Implementation Timeline

What is your program implementation timeline for the grant project period?

***A specific and reasonable timeline that outlines the program's implementation for the project period is provided.***

<b>Implementation Timeline</b>	<b>Fully Meets Standards 3</b>	<b>Partially Meets Standards 2</b>	<b>Fails to Meet Standards 1</b>
<input type="checkbox"/> <b>3 Fully Meets Standards</b> <input type="checkbox"/> <b>2 Partially Meets Standards</b> <input type="checkbox"/> <b>1 Fails to Meet Standards</b>	A good timeline is presented and has some likelihood for success in attaining implementation goals.	A timeline is presented, but pieces are missing or not described; the likelihood of achieving the implementation goals cannot be determined.	Timeline is not present or some form of a timeline is present, but the information is unclear or unreasonable.

## H1. Budget Details

Provide a detailed budget narrative identifying how all the requested grant funds will be expended. Demonstrate how expenditures support the achievement of your goals and objectives. Include how these funds will be used in conjunction with other state and federal programs, if applicable.

***The application includes a clear, efficient and effective budget that supports the Goals and Objectives. All expenditures are justifiable.***

<b>Budget Details and Justification</b>	Fully Meets Standards <b>3</b>	Partially Meets Standards <b>2</b>	Fails to Meet Standards <b>1</b>
<input type="checkbox"/> <b>3 Fully Meets Standards</b> <input type="checkbox"/> <b>2 Partially Meets Standards</b> <input type="checkbox"/> <b>1 Fails to Meet Standards</b>	Budget is present; funds are appropriated correctly; explanations of expenditures are clear and most expenditures seem to align with the Program Goals	Budget is present; funds are appropriated correctly; little or no explanation as to how the budget supports the Program Goals,	Budget is not present or Budget is present, but is ill-defined or unclear as to expenditure; expenditures do not support the Program Goals

## H2. Use of Funds

Ensure that certain activities considered essential for a successful charter school start up, including, but not limited to, Curriculum, Governance, Professional Development, Data Analysis and Reporting, and Special Education Program Design will be implemented in your school.

***Funds are budgeted for required activities spelled out in the application.***

<b>Use of Funds</b>	Fully Meets Standards <b>3</b>	Partially Meets Standards <b>2</b>	Fails to Meet Standards <b>1</b>
<input type="checkbox"/> <b>3 Fully Meets Standards</b> <input type="checkbox"/> <b>2 Partially Meets Standards</b> <input type="checkbox"/> <b>1 Fails to Meet Standards</b>	Budget is present; funds are appropriated correctly; explanations of expenditures are clear and most expenditures seem to align with the Program Goals	Funds are budgeted to the required activity explanation as to how the budget supports the Program Goals,	Budget is not present or required; expenditures do not support the Program Goals

**I. Program Evaluation**

Does the proposal contain an evaluation plan and indicators to measure the effectiveness of the project?

*The proposal contains an evaluation plan and indicators to measure the effectiveness of the school's educational program. The use of data is used to improve and strengthen the program.*

<b>Program Evaluation</b>	<b>Fully Meets Standards 3</b>	<b>Partially Meets Standards 2</b>	<b>Fails to Meet Standards 1</b>
<input type="checkbox"/> <b>3 Fully Meets Standards</b> <input type="checkbox"/> <b>2 Partially Meets Standards</b> <input type="checkbox"/> <b>1 Fails to Meet Standards</b>	Evaluation plans are strong, observable, measurable, and hold the promise of producing positive results; strong chance of measuring the impact of the project on student academic achievement	Evaluation plans are presented and measurable, but the information is incomplete or not clearly described; indicators vary in quality.	No evaluation plan is present or minimal evidence of an evaluation plan is present; plans are unclear, ill-defined, not significant, and/or not realistic.

Upon completion of the review, ratings in each category should be transferred to the chart below.

<b>Categories</b>	<b>Rating</b>	<b>Categories</b>	<b>Rating</b>
A. Executive Summary		F. Professional Development	
B. Goals and Objectives		G. Implementation Timeline	
C. Partnership and Commitment		H1. Budget Details	
D. Education Program		H2. Required Use of Funds	
E. Student Access		I. Program Evaluation	

**Total Points Awarded:**

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## Grant Review Comment Form

Please list any questions or concerns about the Charter Schools Program-Application for Funds or specific questions about the applicant's proposal.

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**Reviewer's Signature**

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**Date**

# Louisiana CSP Evaluation Plan Snapshot

## Project Performance and Evaluation

Aligned with our project performance measures, the evaluation will also capture the extent to which the State achieves each of the project objectives below:

- Objective 1: Increase the number of high-quality charter schools available to Louisiana students and families from a base of 65 to 80 by the end of the 3-year grant period (GPRA)
- Objective 2: Strengthen the skills and knowledge of boards and authorizers to build their leadership capabilities.
- Objective 3: Improve student academic achievement in charter schools.

Benchmarks, Outcomes Measures, Data Collection tools and timelines have been constructed but may change under the guidance of an external evaluator selected.

<b>Objective 1: Increase the number of high-quality charter schools available to Louisiana students and families from a base of 65 to 80 by the end of the 3-year grant period (GPRA)</b>						
<b>Performance Measures</b>	<b>Benchmarks</b>	<b>Outcome Measures</b>	<b>Timeline for Collecting Data</b>	<b>Data Collection Method</b>	<b>Instruments Used</b>	<b>How will the information collected be used?</b>
Staff will coordinate, conduct and/or participate in state and regional workshops to inform interested charter developers about charter schools, application requirements, and the availability of PCSP funding. At least 150 attendees will participate in these sessions annually.	Depending on the nature and location of the workshop, have between 10 and 25 participants per session	Number of Attendees	Per Session	Track number of registrants	Online Registration	To Plan for Future Charter School Workshops
The staff's collective activities in support of charter applicants will lead to the submission of fifteen (15) charter school applications annually throughout the state.	15 applications annually	Number of Qualified Applicants	Annually	Track number of applicants	Eligibility Review Document, Application Rubric; Site Visits; Interviews	To Make Recommendations for Charter Approvals

## Louisiana CSP Evaluation Plan Snapshot

Increase the number of high-quality charter schools in Louisiana from a base of 65 in 2008 to 100 by the end of the 3-year grant period. (GPRA)	Approximately 12 new charter schools will open annually in each year of the grant	Number of newly operational schools	Annually	Information on charter contracts awarded	Charter contracts	To better inform parents and the broader community about the types of charter schools available to Louisiana student and families
Increase the number of local district authorized charter schools from a base of 14 to 18 by the end of the 3-year grant period. (GPRA)	Two LEA authorized charter schools in each of the last two years of the grant	Increased number local authorized charter schools	Annually	Track the number district authorized charter schools	Document Review	To provide public information
Facilitate the creation of 6 new charter high schools by the end of the grant period. (GPRA)	The creation of 2 charter high schools each year of the grant	Number of Charter Schools	Annually	Track the number of new high schools	Document Review	To provide public information
In each year of the grant period, the percentage of at-risk students enrolled in charter schools will exceed the state average. <i>(Louisiana's charter school law provides that the best interests of at-risk pupils shall be the overriding consideration in implementing the law.)</i>	State Percentage on Oct1 of each year	% of At-risk students greater than state %	Annually	Track percentage of at-risk	Review of Student Information System	To provide public information
Provide subgrants to eligible charter schools	Each approved charter school will be approved for subgrant funding within 30 days of charter approval	Selection and Training of Peer Review Team	Annually	Track number of approved charters and approved CSP grant applications	Document review	To further refine and CSP subgrant process
<b>Objective 2: Strengthen the skills and knowledge of boards and authorizers to build their leadership capabilities.</b>						

## Louisiana CSP Evaluation Plan Snapshot

Performance Measures	Benchmarks	Outcome Measures	Timeline for Collecting Data	Data Collection Method	Instruments Used	How will the information collected be used?
Collaborate with the key stakeholders (LA Charter Schools Association, New Schools for New Orleans, etc.) to develop certification standards for charter governing boards during the first year of the grant	Quarterly meetings with stakeholders	Certification Standards Identified	Quarterly	Track the Number of Meetings with Stakeholders	Focus Groups	To share standards with governing boards
By the end of the grant period, 60% of sub-grantee board members will be certified	All current members trained	Number of Board Members Certified	End of Grant Period	Track the number of Board Members certified	Document Review	Enhance current practices / Decision Making
Collaborate with the key stakeholders (LA Charter Schools Association, New Schools for New Orleans, etc.) to ensure 100% of board members of new charter schools receive board orientation and training prior to school opening	Quarterly meetings with stakeholders	Number of board members trained	Beginning of School Opening	Track the Number of Meetings with Stakeholders	Certification Forms	Enhance current practices / Decision Making
Collaborate with key local stakeholders and NACSA to publish a comprehensive guide for local authorizers in the first year of the grant period that helps local district authorizers in making sound and fair approval, renewal, and oversight decisions	Quarterly meetings with stakeholders	Development of a Comprehensive Guide	Quarterly	Documentation Review	Focus Groups	Enhance current practices / Decision Making
Provide charter information and awareness workshops for at least six LEAs during the 3-year grant period	Two invitations per year to all interested LEAS	Number of workshops	Semi Annually	Track the number of workshop participants	Session Evaluation Forms	Enhance current practices / Decision Making
<b>Objective 3: Improve student academic achievement in charter schools.</b>						

## Louisiana CSP Evaluation Plan Snapshot

Performance Measures	Benchmarks	Outcome Measures	Timeline for Collecting Data	Data Collection Method	Instruments Used	How will the information collected be used?
100% of operating charter schools will receive a formal site visit in years 1-3 of the charter contract as part of a comprehensive evaluation process designed to spur school improvement	25 site visits annually	Number of formal site visits	Annually	Track number of visits	Site Observations Forms/ In-depth Interviews/ Documentation Review	Renewal Decisions
90% of new-start charter schools opening in 2008 and going forward will meet minimum student performance targets by their third year of operation, thereby ensuring an extension through year 5.	Number of charters meeting minimum performance measures in their first, second and third year	Number of Extensions granted	Annually over three years	Track number of charters	Third Year Evaluation Review, Documentation Review	Renewal Decisions
The percentage of charter school students statewide who are proficient in reading on the state assessment will increase by 3% annually. (GPRA)	% proficient in reading at end of Spring testing	% Proficient	Annual at the end of the state testing window	Student Growth Model Analysis	Assessments	Share best practices
The percentage of charter school students statewide who are proficient in math on the state assessment will increase by 3% annually. (GPRA)	% proficient in math at end of Spring testing	% Proficient	Annually at the end of the state testing window	Student Growth Model Analysis	Assessments	Share best practices

# Budget Narrative

## Budget Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1236-Final 2009 Fed Bud Narrative.pdf**

### Attachment 2:

Title: Pages: Uploaded File: **1237-LA Subgrant Distribution 09-12.pdf**

# Louisiana Charter School Federal Grant Application 2009-2012

## BUDGET NARRATIVE

Overview: Table 1 offers a description of budget items request.

**Table 1: General Budget Descriptive Overview**

<b>1) Personnel:</b>	Salaries for two (2) full time employees will be paid from this grant for the duration of the grant. A salary increase is calculated at a rate of 4 %.
<b>2) Fringe Benefits:</b>	Fringe benefits for two (2) full time employees will be paid from this grant for the duration of the program. Fringe benefits are calculated at 30% of the total salary.
<b>3) Travel</b>	Mileage, meals, lodging, and other miscellaneous travel expenses for in-state and out-of-state travel by charter school staff (and others as appropriate) to conduct informational meetings, technical assistance, and site monitoring. Travel includes funding to cover one or more trips to U.S. Department of Education-sponsored national or regional meetings.
<b>4) Equipment</b>	No federal funds requested.
<b>5) Supplies</b>	No federal funds requested.
<b>6) Contractual (Professional Services)</b>	For each year, the amount set aside for the acquisition of external evaluation services and other professional services necessary as part of the technical assistance mode – approximately \$50,000/yr; for each year \$25,000 is set aside for consulting services; and each year includes an \$130,000 fee for services to contract with NACSA for assistance in developing and refining Louisiana Charter School Policies and Procedures.
<b>7) Construction</b>	No federal funds requested.
<b>8) Other (Subgrants to Approved Charter Schools)</b>	For each award period (year), this will include the total amount set aside to fund Post-Charter Planning subgrants, Year 1 Implementation subgrants, and Year 2 Implementation subgrants. See attached table for detailed breakdown and budget narrative pages for more information.
<b>9) Total Direct Costs</b>	\$ 25,432,006
<b>10) Indirect Costs</b>	\$ 144,216
<b>11) Training Stipends</b>	No federal funds requested.
<b>12) Total Costs</b>	\$ 25,576,222

August 1, 2009-2010	\$10,918,717
August 1, 2010-2011	\$ 8,825,319
August 1, 2011-2012	\$ 5,832,186
<b>TOTAL 3 Year Grant Request</b>	<b>\$ 25,576,222</b>

### Subgrant Funds to Charter Schools

The budget is based upon striving to reach the maximum number of charter schools allowed under our state law. There is no limit on the number of Type 5 charters.

Federal charter school funds will be available to support charter schools during three stages of start-up activities. A similar distribution plan has been approved by our State Board of Elementary and Secondary Education and the USDOE for the last eight years and has proven successful.

The proposed budget is based upon the distribution schedule shown here:

<b>Charter School Federal Grant Program Grant Allocation Maximum Amounts August 1, 2009 thru July 31, 2012</b>			
	<b>Groups Not Aligned with Districts</b>	<b>Internal or External Groups Aligned with Districts</b>	
	Start-up Charter Schools  (Type 2 and Type 5: subgrant funds flow directly to nonprofit)	Start-up or Conversion Charter Schools  (Type 1 and Type 3: subgrant funds flow directly to nonprofit)	District Operated Charter Schools  (Type 4: subgrant funds flow directly to district)
Post-charter Planning Subgrant	\$200,000	\$200,000	\$200,000
1 <sup>st</sup> Year Implementation Subgrant	\$200,000-\$300,000	\$200,000	\$200,000
2 <sup>nd</sup> Year Implementation Subgrant	\$200,000-\$300,000	\$200,000	\$200,000

The first subgrant phase is for planning and program design in the “post-charter” period when a group has received final approval by a local school board or by the State Board of Elementary and Secondary Education and after assurance that the school has an acceptable admissions policy. All schools will be eligible for up to \$200,000 in “Post-Charter Subgrant” funding.

The second and third phases for funding are for the “Implementation” period of a charter school, usually the first two years of the charter school’s operation. These funds are available to all charter schools that meet CSP subgrant eligibility guidelines. The budget is built upon each charter school receiving \$200,000 as the “Year 1 Implementation Subgrant” and \$200,000 for the “Year 2 Implementation Subgrant”. A charter school may not receive any of these funds beyond a 36-month period.

Takeover Charter Schools. Charter schools that take over the operation of failed schools as part of the state’s accountability restructuring intervention option are eligible for up to \$200,000 in additional PCSP funding during the three-year project period. The increased level of funding available for charters that take over the operation of failed schools is reflective of the LDOE priority of turning around chronically underperforming traditional public schools through the charter vehicle. Additional PCSP funding available to these schools must be targeted to the following types of activities (subject to the guidelines on allowable activities):

- comprehensive and targeted professional development for teachers and school leaders
- implementation of proven literacy and numeracy initiatives
- school quality reviews to systematically gather and share information on school performance to inform decision-making and improve overall school quality
- implementation of integrated, research-based programs that are specifically designed, personalized, and adjusted to address students’ academic and related psycho-social needs.

The total allocation for eligible charter schools under this federal subgrant is \$600,000 for new starts and \$800,000 for “take-over” charter schools, with additional funding for each of the two stages of implementation to follow the submission of supplemental materials documenting progress towards reaching the school’s goals and objectives and budgets.

As required law and/or policy, all funds will be distributed on an approved reimbursement basis using specific forms and procedures developed by the Louisiana Department of Education, Division of Education Finance. Division of Education Finance Staff and State Charter Staff will expedite paper work to ensure timely and accountable fiscal service.

### **Subgrant funds to Charter Schools – Numbers of Existing and Projected Schools**

**Please see the attached table** entitled “*Potential Charter School Subgrant Awards in Louisiana 2009-10 thru 2011-12*” which shows the projected numbers of charter schools that will open each year during the 3-year 2009-2012 award period. These projections were used to derive the requested budget amounts, by year, for subgrants.

#### **Budget details of funds requested:**

	<b>Year 1 2009-10</b>	<b>Year 2 2010-11</b>	<b>Year 3 2011-12</b>
1. Personnel	\$112,616 to cover salaries for two positions: Charter School Data Management Analyst, Charter School Budget Analyst	\$117,121 to cover salaries for two positions: Charter School Data Management Analyst, Charter School Budget Analyst	\$121,806 to cover salaries for two positions: Charter School Data Management Analyst, Charter School Budget Analyst,
2. Fringe Benefits	\$33,785	\$35,136	\$36,542
3. Travel	\$20,000 to cover Mileage, meals, lodging, and other miscellaneous travel expenses for in-state and out-of-state travel by charter school staff (and others as appropriate) to conduct informational meetings, technical assistance, and site monitoring. Travel includes funding to cover one or more trips to U.S. Department of Education-sponsored national or regional meetings.	\$20,000 to cover Mileage, meals, lodging, and other miscellaneous travel expenses for in-state and out-of-state travel by charter school staff (and others as appropriate) to conduct informational meetings, technical assistance, and site monitoring. Travel includes funding to cover one or more trips to U.S. Department of Education-sponsored national or regional meetings.	\$20,000 to cover Mileage, meals, lodging, and other miscellaneous travel expenses for in-state and out-of-state travel by charter school staff (and others as appropriate) to conduct informational meetings, technical assistance, and site monitoring. Travel includes funding to cover one or more trips to U.S. Department of Education-sponsored national or regional meetings.

4. Equipment	0	0	0
5. Supplies	0	0	0
6. Contractual	For each year, the amount set aside for the acquisition of external evaluation services and other professional services necessary as part of the technical assistance mode – approximately \$50,000/yr. For each year, \$25,000 is set aside for consulting services. Each year includes an \$130,000 fee for services to contract with NACSA for assistance in developing and refining Louisiana Charter School Policies and Procedures. <b>\$205,000 Total</b>	For each year, the amount set aside for the acquisition of external evaluation services and other professional services necessary as part of the technical assistance mode – approximately \$50,000/yr. For each year, \$25,000 is set aside for consulting services. Each year includes an \$130,000 fee for services to contract with NACSA for assistance in developing and refining Louisiana Charter School Policies and Procedures. <b>\$205,000 Total</b>	For each year, the amount set aside for the acquisition of external evaluation services and other professional services necessary as part of the technical assistance mode – approximately \$50,000/yr. For each year, \$25,000 is set aside for consulting services. Each year includes an \$130,000 fee for services to contract with NACSA for assistance in developing and refining Louisiana Charter School Policies and Procedures. <b>\$205,000 Total</b>
7. Construction	0	0	0
8. Other	\$10,500,000 Subgrants to schools. See attached chart.	\$ 8,400,000 Subgrants to schools. See attached chart.	\$5,400,000 Subgrants to schools. See attached chart.
9. Total Direct Costs	\$10,871,401	\$ 8,777,257	\$ 5,783,348
10. Indirect Costs	\$47,316	\$ 48,062	\$ 48,838
11. Training Stipends	0	0	0
Total Costs (Lines 1-11)	\$10,918,717	\$8,825,319	\$5,832,186

